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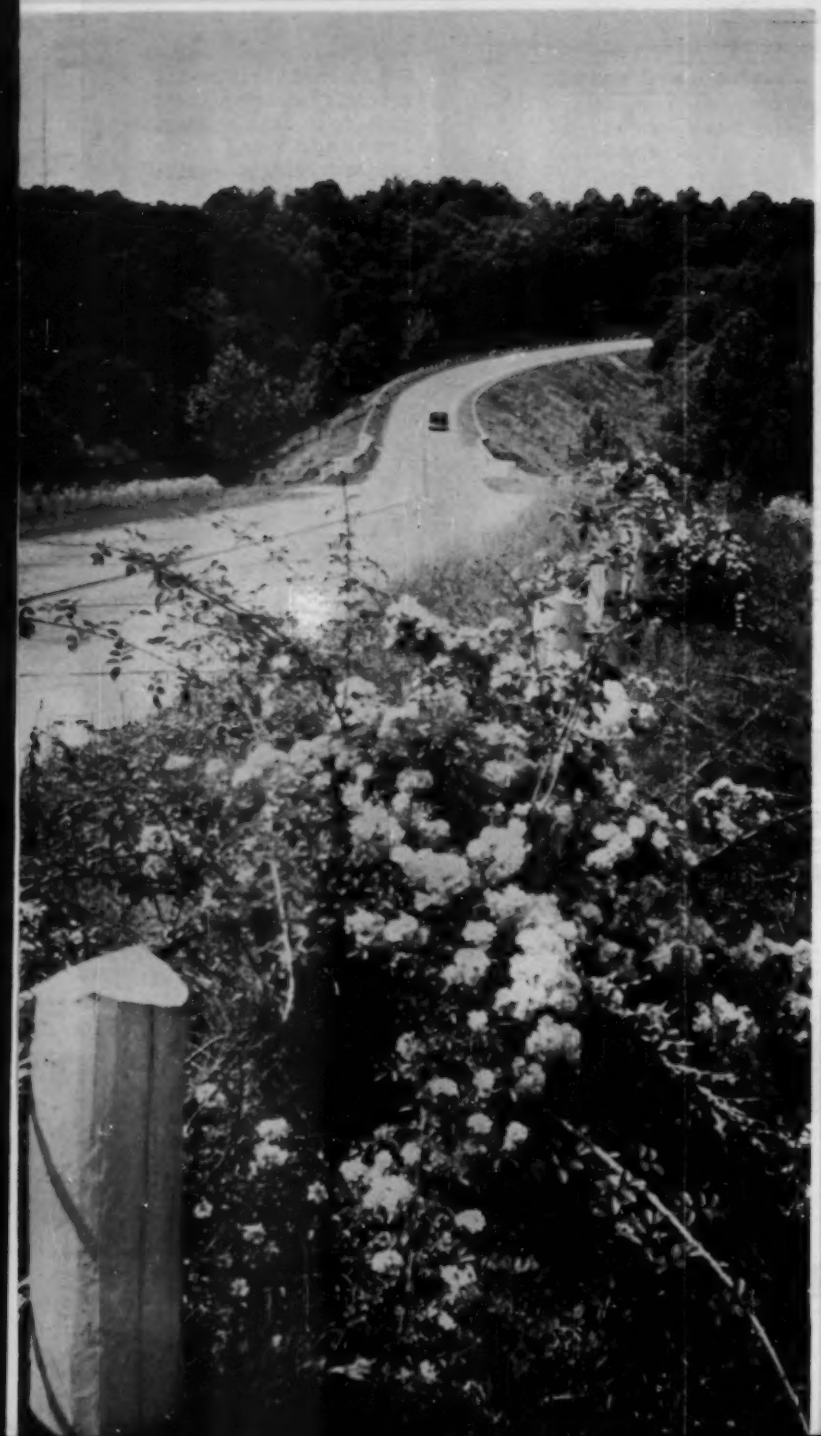

ILLINOIS Education

MAY 1959

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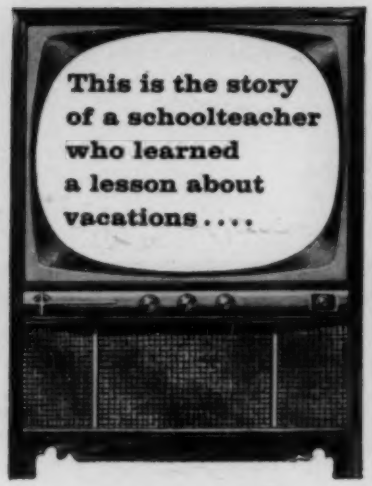

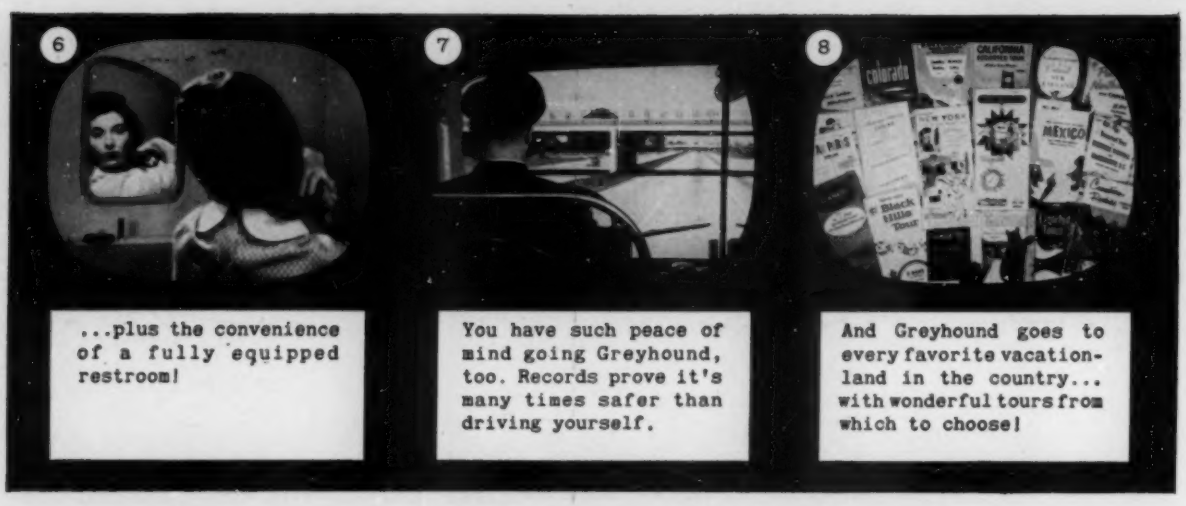

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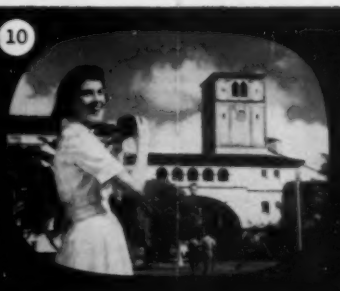

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GREYHOUND

Teachers Speak Up

Teachers Blast Crafton

Dear Editor:

The symposium on administration in the March issue of ILLINOIS EDUCATION was excellent. I hope Supt. Paul Crafton studied it carefully, for in my opinion he is the one who really needs a proper concept of teacher responsibility. In fact, Mr. Crafton might well take a good look at the over-all educational scene. New insight and a broader perspective might be the results.

Of course, no teacher would deny that the whole child comes to school, but is it not unfortunate that through enrichment of curriculum and other special services teachers are now expected to do everything except tuck the pupil in bed and kiss him goodnight?

What teacher can rush breathlessly into her classroom, disheveled from a hectic playground stint, and do a really effective job of either teaching or counseling? As a matter of fact, she can not even set a reasonably poised example for her pupils to follow.

I am so thankful that there are wise administrators who realize that you can spread a teacher's services so thinly that nothing is well done; that inexpensive clerical help can collect fees, keep records, mimeograph the newspaper, etc. – and thereby save hours of time for busy teachers.

There is a big question in my mind as to how Mr. Crafton rose to a superintendency without ever encountering the correlation between pupil and teacher welfare.

—BEULAH C. CRENSHAW, homemaking teacher, Lincoln Junior High School, Carbondale.

❦

My Dear Mr. Crafton:

Where have you been? If there is one thing the classroom teacher has had it is a proper concept of responsibility. It is due to her splendid record of past achievement in just this acceptance of responsibility that the public school systems of this country have failed to fall apart, bombarded as they have been on every side by crack-pot theories of education foisted upon them by educationists who have taken good care to remove themselves just as soon as they possibly could from the duties of the classroom and daily contact with children.

In your complaint against the teacher who protested against using the noon hour to supervise the playground you failed to state whether he had even so much as a half hour in which to eat his own lunch. So many teachers have not (a condition that factory workers would not tolerate) that they have become jealous of human rights, now recognized in industry, but by no means universally respected in the teaching profession.

The six extracurricular chores you listed are a shameful waste of trained personnel. Instead of being entertained I am sure the PTA would be happy to provide that noon-hour supervision of the playground. Wouldn't it cost less to hire a cashier to collect and account for school lunch funds instead of using the time of men and women hired to teach? Of the material presented at faculty meetings what percentage could not be more profitably presented in the form of mimeographed bulletins? Surely students do not need clubs at school with all the TV and radio entertainment that is available, to say nothing of community and church organizations geared to their needs.

The fact that it has become the policy of parents to thrust more and more responsibilities on the school which more properly belong in the home does not automatically transform those responsibilities into duties of the school.

After all, Mr. Crafton, a teacher, as any other human being, has just so much energy and time in her day. If she is to give to the community the service for which she was trained—namely, the education of young people—her time and energy can not be frittered away in pursuits that do not contribute to that purpose. Police work, bookkeeping, and money-changing are taking an ever-increasing slice of that time and energy. It is a potent factor, believe me, in the early resignations of teachers who love *teaching* and who could contribute many more years to the cultural enrichment of our future citizens.

I suggest, sir, that you inform yourself of recent trends in educational policy. The pendulum is swinging to the right again – toward concentration, mastery, scholarship, and discipline.

—DOROTHY H. MINER, English teacher, Austin High School, Chicago.

Problem Is Recognition

Dear Editor:

The most pressing problem confronting the teaching profession today is professional recognition, how it is to be attained, and what we can do to hasten its presence.

While the lay public is prone to grant educators this recognition, it becomes an individual teacher problem. Recognition shall come as soon as we teachers, principals, and superintendents are ready to accept the responsibility which comes with it.

It shall first require professional training of teachers in accredited teacher-training institutions. Colleges so designated with this responsibility must review their objectives and teaching procedures. By evaluating the society and school environment these objectives can become more functional. The increase of students in teacher-training institutions from the upper percentiles of high-school graduating classes indicates we are attracting the "right" people for a most important task—the education of our youth.

This teacher preparation must not be piecemeal. The courses must be intensive; the two-year junior college preparation program for teaching must be carefully scrutinized.

The abilities of the classroom teacher must be commensurate with good teaching. One would not consider for a moment seeking medical advice from a physician who had not completed medical school. Likewise, we must not entrust to improperly prepared teachers the task of instructing in our classrooms.

The task continues. The lay public through its boards of education must attract these young people by "selling" its community—environment-wise and salary-wise. Once these qualified teachers are obtained, the in-service program is pursued by the superintendent and curriculum staff. The new teacher's philosophy of education must be sufficiently flexible to coincide with the school's education program.

The task, as originally stated, becomes an individual teacher problem at this point. The conscientious and inspired teacher assumes his or her responsibility. Through guidance by fellow teachers and supervisory personnel and the ability to accept constructive criticism through the early stages, the success so desired in the classroom teacher will be realized.

—JOE L. MINI, principal, Roosevelt School, Peru.

They Want Discipline!

Dear Editor:

We have read the article on discipline, by Charles E. Skinner, which was published in the March issue of ILLINOIS EDUCATION.

It is to men like Charles Skinner that overindulgent and weak-kneed parents and teachers turn for consolation when they fail to instill in children good manners, obedience, respect for the person and property of others, and respect for authority.

There are a few parents and teachers capable of producing good citizens with a minimum of corporal punishment. I doubt they could do so well if Mr. Skinner had previously explained to the kids that they would not be subjected to corporal punishment because it violates the principle of "respect for the personality." We are not here to respect the child's personality. We are here to see that he gets a desirable one.

One man's personality may take him to the White House, but what about the personality that produces a notorious criminal?

I would not want Mr. Skinner to teach my children nor would I publish his theory in an educational magazine.

I'll wager that already his poisonous

(Continued on page 394)

from cover... to cover

OUR COVER this month is dedicated to summer and the call of the open road. Whether it leads you to travel and adventure or to summer study, we hope an interesting and enjoyable time awaits you. The photo is by Louis C. Williams.

IMPROVED TEACHER EDUCATION is the subject of our study unit this month, prepared by an IEA staff committee from reports of questionnaires sent to teacher groups. It begins on page 389. Two other articles on the need for quality in teacher education are on pages 371 and 372.

IEA-NEA HONOR ROLL includes two districts which were reported too late to be included in the April issue; they are Emington Community Consolidated and Sandwich Community Unit districts. Belated congratulations.

SUPPORT FOR SCHOOLS will be urged by the Linen Supply Association of America during May, as more than 3200 delivery vehicles of its members carry four-color posters showing a row of school children, with the message: "What They Don't Know *Will* Hurt Them." The poster is part of the National Better Schools Program of the Advertising Council, Inc.

GUIDANCE and counseling steps into the spotlight this month, as attention is focused on Title V of the National Defense Education Act. For a report of Ottawa's guidance and counseling program, see page 385. An in-service guidance workshop for teachers is described on page 381. And a technique which English teachers can use to help the guidance staff is explained on page 380.

ELSEWHERE in the magazine—tips for retirement, exciting news of the NEA convention in St. Louis, arguments for and against discipline, report of a study on improving assignments, and a plea in behalf of the school custodian.

MOVING? Remember, if your permanent address changes after Sept. 1, you will not receive your fall issues of ILLINOIS EDUCATION unless you notify this office. *Do not* send your summer address unless it will be your permanent address after Sept. 1. Notification of change of address should reach us by the 15th of the month for delivery of the next month's magazine. A change of address on your new IEA enrollment card, even if you pay your dues early in September, will not reach this office until mid-November because of necessary division bookkeeping. So remember, if you move, let us know.

—The Editor

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May, 1959

ILLINOIS Education

Publication of the Illinois Education Association

Francine Richard, Editor
Joan Truckenbrod, Editorial Associate
L. R. Grimm and C. E. Vick, Contributing Editors
Irving F. Pearson, Consulting Editor

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PTA WORK AND BEING A CUB SCOUT DEN MOTHER help to keep Mrs. William R. Hugill of Livonia, Michigan, busy. In addition, Mrs. Hugill, like many wives of Standard Oil dealers, helps her husband with the office work necessary for an efficient operation.

We want you to meet some of
our fair ladies

THE OTHER DAY someone remarked that the oil business was only a man's business. It isn't true—and thank heaven for that! Thousands of women have played a vital role in making Standard Oil what it is today—stockholders, employees, wives of employees, businesswomen and dealers' wives.

Here are just a few of our fair ladies. There isn't enough room on this page to print all of their pictures.

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A "man's business," indeed!

MISS MARY GARVEY IS A SCIENTIST in our research center at Whiting, Indiana. A graduate of Purdue University, her branch in science is chemistry. She is conducting one of hundreds of experiments that go on here continually to improve petroleum products.

MISS AGNES TOKHEIM is president of The Tokheim Company, Cedar Rapids, Iowa. Her company manufactures and sells gauges to Standard Oil. More than 30,000 independent businesses supply Standard with the services and materials needed to give you top-notch service.

BEFORE HER RECENT RETIREMENT, Miss Flora Adler was executive secretary to a Standard Oil official. An employee of Standard for more than 22 years, she is now on a world tour. Back in 1903, when retirement benefits were virtually unheard of in industry, Standard Oil started its retirement plan.

MISS MARGARET JOHNSON, an assistant principal in a Chicago high school, is shown going over a problem with George Mitchell (left) and Tom Madden. Miss Johnson is one of more than 53,000 women who own stock in Standard Oil. Standard has paid dividends in 66 consecutive years.

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Governor Recommends Sizeable Increases In School Fund Appropriations

On April 22, Gov. William G. Stratton, in his budgetary message before a joint session of the Illinois legislature, lived up to his promise of two years ago that the present session of the legislature would be called upon to provide substantial increases in state aid to the common schools, colleges, and universities.

The governor said his budget reflects "the highest increase in history for the common schools," which is correct. He expressed complete agreement with the recommendations of the School Problems Commission (as set forth in HB 121), including an increase of $25 per pupil in flat grant distributions; but he suggested that the equalization level be increased from $200 to $250 per pupil (HB 121 recommends $245, and the Commission, the PTA, IASB, the IEA, and others had recommended a higher level if additional funds could be made available.). The governor stated that the suggested increase in the biennial appropriation ($100,500,000) will bring the common school fund to $327,500,000 as compared to the current budget figure of $227,000,000. He described the combined proposals as constituting a major breakthrough in meeting the school problem in Illinois—and this it may well be, if local support is not decreased by legislative action.

The formula changes would increase the flat grant distributions to $47 per elementary pupil and to $32 per high-school pupil. The equalization level would be increased from $200 to $250 per pupil, with a qualifying rate of 54 cents per $100 of assessed valuation in dual districts and 67 cents in unit districts.

Governor Stratton supported his recommendation in behalf of increased flat grants on the basis of the possible relief in local property taxes, reminding the legislators that although high-school districts generally are not in financial difficulties, all have underlying elementary districts, many of which have such difficulties and have as constituents the same property tax payers as the high-school districts.

The governor also reminded the legislators that the proposed appropriation provided funds to permit districts to submit claims based upon the best six-months attendance of the school year instead of the full term, thus avoiding losses occasioned by epidemics or other natural disasters.

Governor Stratton stated that the program recommended will keep Illinois "among the very top ranking states in the nation in quality of its school system, even in the face of a 100,000 increase in pupil population apparent during the coming biennium."

The governor recommended $6,000,000 for the school building fund, an increase of $2,550,000 for state scholarships, and an increase of $29,632,470 for the operation of the six institutions of higher learning. He recommended a bond issue of $120,000,000 for buildings for these institutions (and more if a U. of I. branch at Chicago is to be established).

Governor Stratton should not only be commended for his recommendations in behalf of the common schools, but he must be supported in efforts to gain additional state revenues to meet these expenditures.

Such revenues may come from an extended or expanded occupations tax (or a combination of the two), corporation income taxes, increased excise taxes, etc. The main point is that school people must now definitely support increased revenues to the state, or run the risk of losing some of the gains listed herein.

At the same time, school people must be alert to inherent dangers to school support involved in many bills and resolutions now before the legislature. HB 200, and its companion bills, including HB 269 pertaining particularly to the schools, would cause the revenue department to apply a multiplier of one to local assessments which are 55 *percent* of the true sales value (now 100 percent). It is true that the *average* assessment statewide, after the application of state multipliers, is now 55 percent; but if such measures are enacted, any individual property owner feeling that his property was assessed at more than 55 percent of true value (now 100 percent) could sue for relief. The sponsor of these measures, Rep. John Morris of Chadwick, recognizes and frankly states that they may create a "catastrophe," but he maintains that such is necessary in order to cause the state to amend its constitution, etc., to provide new sources of revenue to relieve the property tax load.

Other measures, such as HJR 20, as amended, would call for a constitutional amendment for the limited classification of personal property for taxation purposes, and at the same time again rule out any possibility of a graduated income tax.

In either event the net result would be the loss of assessment and reduced levying and bonding power in many districts.

At this writing the IEA survivors benefit bill is at hand and ready for introduction. A University bill, similarly modeled, has been introduced, has passed the Senate, and awaits House action on third reading. Strategy, and other considerations, dictated delay in the introduction of the IEA bill, which had previously gained gubernatorial tacit approval.

Efforts to improve retirement allowances for deserving retired teachers still await committee action in both houses (which is now pending). The IEA stands ready to support constructive measures in this area.

The real tests of major legislation are yet to be experienced. The profession, and all persons and groups interested in educational welfare, must continue to be alert and active—for crucial issues are yet at stake.

—Irving F. Pearson, IEA Executive Secretary.

If we are to have quality teachers, specialists in subject-matter areas as well as education professors must work together to develop and maintain

HIGH STANDARDS OF TEACHER EDUCATION

By LINDLEY J. STILES
Dean, School of Education, University of Wisconsin

THE KEY to good education is the teacher. Hence, the nature, amount, and quality of education we provide for, and require of, our teachers forecasts our future. High standards in teacher-education programs, long a recognized goal, must become a reality in the present if there is to be a future.

The objective in raising standards of teacher education should be to produce, first and foremost, teachers who are the best examples of broadly educated persons. All prospective teachers, regardless of their teaching specialties or the levels at which they will instruct, should establish sound habits of scholarship. Their program of general education should lead them to be consciously respectful of truth and dedicated to the continuous search for knowledge. It should help them lay solid foundations for ethical, cultural, aesthetic, and spiritual development as well as for citizenship responsibilities.

Need Subject-Matter Competence

Secondly, prospective teachers must develop adequate knowledge of the subject fields to be taught or, in the case of elementary school teachers, of the fields basic to the curriculum at particular grade levels. Subject-matter competence of the teacher must be oriented to rapidly expanding horizons of new knowledge. At the same time, it must be deeply rooted in the historical growth and scholarly appraisal of facts and ideas as they relate to knowledge in other fields and bear upon the problem of people.

Finally, all teachers should have a sound professional orientation to the functions of education and to the process of teaching. Competence in teaching requires insight into how learning takes place most effectively, with maximum transfer and greatest permanence. Prospective teachers must learn from the results of basic research how students may be expected to develop – intellectually, physically, emotionally, and socially. They must become competent to select and adapt content from a subject field to given levels of the school system and to capacities and talents of individual students. In addition, all prospective teachers should achieve, under careful supervision, a satisfactory level of skill in the art of teaching.

The education of teachers who have achieved these goals will require basic changes in many established programs of teacher education. Steps to improve standards may well be guided by the following principles.

1. Only college students of proven high scholastic ability, sound mental and physical health, desirable personal qualifications, and real interest in teaching should be admitted to programs of teacher education.

2. A longer period of preparation is required. A minimum of six years of post-high-school study is needed to give adequate time to prepare high-quality teachers. The first five years of such a program might well include a year of graduate study leading to the master's degree. The sixth year should be devoted to a supervised internship. Preparation for educational leadership and specialized teaching could be deferred, with profit to future specialists, to the post-master's degree level.

General Education and Specialization

3. The distribution of emphasis made possible by five-year programs of college study prior to the internship should provide for an increase in time devoted to courses in general education and to subject fields. The work in education would be extended by the sixth-year internship. Subject specialization could be further strengthened by reducing the number of fields high-school teachers prepare to teach.

4. Programs of study required and the quality of teaching in all collegiate courses need continuous evaluation. Requirements in general education and in major and minor fields as well as in education courses should be appraised in terms of their contribution to preparing outstanding teachers. Future teachers should be taught by college teachers who set high standards of excellence in teaching. The long-established prac-

tice of relying heavily upon graduate students, many of whom have no specific preparation for or little interest in teaching, to teach basic undergraduate courses needs reexamination in many institutions.

5. The professional sequence should be strengthened. Relative agreement needs to be reached among teacher-education institutions regarding the pedagogical courses prospective teachers should study. Greater emphasis upon systematically planned laboratory experiences which give meaning to educational principles and theory will correct weaknesses students have found in education courses. In addition, work in fields such as human growth and development, educational psychology, history and philosophy of education should be carefully selected to avoid educationally unprofitable duplication. Such courses should treat content and educational theory that are intellectually challenging as well as professionally significant. The block plan, which provides student teaching on a full-time basis for an eight- to 12-weeks' period, should replace the one-hour-per-day student teaching. It could well represent two thirds or more of the total professional sequence required prior to the internship.

Facts, Not Opinion

6. Basic research concerned with teacher education is needed to establish reliable knowledge to replace theory and opinion. Better teaching is the product of research rather than debate.

The attainment of institution-wide cooperation to improve programs of teacher education will require reorganization of the basic faculty structure for teacher education in many colleges and universities. Specialists in general education and subject fields as well as professors of education actually contribute to the education of teachers. Until all share directly responsibility for making policy, planning, and evaluating programs of teacher education, it will be difficult to marshal the total strength of an institution to improve standards of teacher education.

the CRY FOR QUALITY in teacher education

Persons and institutions concerned primarily with teacher training have been among the earliest critics of those programs, and are leading major efforts to improve them.

WHEN a national picture magazine blasts teachers colleges, it makes news. When a history professor speaks in an authoritative manner about shortcomings of both teacher education and "educationists," the press gives his denunciations wide coverage. And when a leading political figure criticizes the content of teacher-education programs, his opinions are widely quoted.

But when teachers of teachers themselves "cry" for quality in teacher education, their efforts—and statements, too — often are overlooked.

Teachers, Own Best Critics?

"The criticisms of teacher education that are common today had their origin, in most instances, in the thoughtful analyses and early researches of those whose central concern is teacher education—professors of education in colleges and universities, specialists in teacher education in state departments of public instruction, and those responsible for the in-service education of teachers in school systems," Dean Lindley J. Stiles of the University of Wisconsin School of Education points out.[1] "Long before the current cold war inspired anxiety for the quality of our educational programs, in the 1930s in fact, the Commission on Teacher Education stimulated various studies and numerous experimental programs to strengthen teacher education."

Criticism Becomes Too Sharp

Many in teacher education became defensive of the status quo, rather than the vigorous leaders for change they had been before World War 2, when the attacks on teacher education "came so quickly, and with such bitterness in some quarters," Dean Stiles also said.

But regardless of who got there "first with the most" criticisms, it seems important to review, now and then, some major efforts being made to improve teacher education.

Dr. Ruth A. Stout, president of the National Education Association, secured the cooperation of 785 colleges and universities a few years ago when studying the admission and retention practices in college and university programs of teacher education.[2] Organizations sponsoring the study were the American Association of Colleges for Teacher Education and the National Commission on Teacher Education and Professional Standards.

"Programs of selective admission

[1] From an address at the Annual Administrative Round-Up, Illinois State Normal University, Dec. 7, 1958.

[2] "A Study of Admissions and Retention Practices in College and University Programs of Teacher Education," University of Minnesota, 1957.

By GERTRUDE M. HALL
Director of Publicity
Illinois State Normal University

Selective retention procedures used throughout students' college training help to "weed out" persons unsuited to teaching. Dr. Harold R. Phelps, right, of Illinois State Normal University counsels with students interested in the special-education program.

—*ISNU Newsphoto*

and retention can be justified not only as a means for improving the quality of the product but for actually increasing the supply of qualified teachers," this study showed. Dr. Stout recommended "judicious efforts to expand and extend selective admission and retention programs *at once*." She, however, found no one pattern as necessarily the *best* for all.

Among the 37 Illinois institutions cooperating in this study with Dr. Stout were different types of colleges and universities that in a number of ways continue to stress quality in teacher education. Illinois State Normal University is one of these that attempt to "turn out" only highly qualified teachers and later to check on their ability.

Many Factors in Selection

From the time that a prospective student applies for admission to the university at Normal until he has taught for at least a year, his progress is followed closely. At the time of admission to ISNU, there is some degree of selection. Academic standards are stressed throughout the undergraduate program. There is screening before and during student teaching. The bureau of appointments recommends candidates for positions on the basis of records made throughout their preparation.

Placement officials also check on the competencies of beginning teachers who have graduated from ISNU. The check list filled out by the graduate's first employer is made a part of his record in the bureau of appointments, and may be examined by employers in later years.

Selective Admission

Although a state-supported professional school, ISNU has done some screening of applicants for admission since 1935. Prospective students are urged to select a strong program of academic work in high school. Since the university limits its program to that of teacher education, it is suggested that applicants possess qualifications needed by prospective teachers such as intellectual curiosity, initiative, patience, self-control, good health, tactfulness, high ideals, and a sense of humor.

In addition, certain scholastic qualifications beyond the minimum required for high-school graduation are expected. A student in the lowest third of his high-school class may expect to be required to take certain tests on campus before final action is taken on his application for admission to ISNU.

The number and quality of applications received each year suggests that a gradual, yet limited, raising of admission standards tends to increase college enrollment rather than to decrease it.

In terms of high-school academic records, the quality of freshmen admitted has improved. Of 1051 freshmen attending ISNU for the first time in the fall of 1958, only 4 percent came from the lowest third of their high-school classes—according to academic records—and 61 percent were from the top third. Five years earlier the 801 freshmen had included 15 percent from the lowest third and 58 percent from the top.

The university faculty looks forward to more, not less, screening. The *Blueprint* for the next decade, prepared by a long-term planning committee, expresses the hope that "by 1962 testing to determine probable success in the professional curriculum of teacher education may be extended from the lowest third to the lower half of the high-school graduating classes."

Students then in the lower half might be "counseled out" of plans for teacher preparation. Like those in the lowest third at present, they might be invited to the campus for testing and interviews. They might be encouraged to seek admission elsewhere unless they produced adequate scores on tests and appeared to have qualifications needed by prospective teachers.

This type of screening is not un-

common in private colleges and universities. For example, the *1958-59 General Bulletin* of Millikin University states, in part, that "the university reserves the right to require additional data as a supplementary basis for admission. Students in the lower half of their class are required to demonstrate their ability to meet the academic standards of the university on such aptitude and achievement tests as may be determined by the director of admissions. Students in the fourth quarter should not apply for admission."

Selective Retention

Like many of the 785 programs of teacher education studied by Dr. Stout, that at Illinois State Normal University includes a number of selective retention features.

High scholastic standing is recognized through publication of the Dean's List each semester, including names of students with no grades below "B"; the presentation of a Scholastic Honors Day Convocation each spring, in recognition of students with high scholarship; and an honor list compiled for the graduation program. Numerous honorary fraternities and societies base admission on scholarship in addition to other qualifications. And many special awards as well as scholarships go only to students with high academic standing.

Student-Teaching Standards

In general, a student must have a "C" average by the time he starts his junior year or be placed on probation. Requirements prior to that time become progressively more severe throughout the first two years. "Weeding out" of students is accomplished not only through academic requirements, and probation, but through counseling procedures that emphasize qualifications of teachers. A student's speech usage as well as general health and scholastic standing, for example, must be approved before an assignment to student teaching is made at the end of the junior year.

In fact, anyone examining the regulations for student teaching in colleges and universities today finds them quite extensive. Not only are certain standards expected of a student before he is eligible to apply for student teaching, but every student-teaching assignment is made with care to insure the best possible student-teaching experience for each student teacher. "A Guide to Student Teaching," published by the University of Illinois, outlines in detail other general policies as well as responsibilities of administrators, of cooperating teachers, of the head of student teaching, of the supervisor of student teachers, and of the student teachers.

Quality in student teaching is determined by the growth and development of each student teacher, according to Dr. J. W. Carrington, director of laboratory school experiences at ISNU. Grades run from "D's" to "A's"—with an occasional student dropping out and attempting another assignment at a later date.

It appears that student teaching—like admission, counseling, and probation—has become one of the key factors in screening future teachers.

Movin' In

They closed my school the other day—
Locked the door and
threw the keys away.
Said they were going to let me try
and teach and be a city guy.

My wife then said I'd better buy
A new shirt and perhaps a tie
And get some polish for boot and shoe;
My pants would need a pressing, too.

And my daughter,
Paula Kay,
Painted new paint
On my Model A.

The teaching staff was very nice.
They showed me round
the building twice.
And once when I got lost at noon,
The janitor took me to my room.

The children, too, have accepted me.
They've brought me apples,
two or three.
Others candy gave me some,
While one lad shared his bubble gum.

While I miss the shade
of the maple trees,
The noise of tractors
and country breeze,
The lowing of cattle
and combine whine,
Up here I like my new job fine.

—JOHN PAUL ASHBY, sixth-grade teacher, Jefferson Grade School, Charleston.

In recent years during the extreme teacher shortage, only a very few university graduates who wish to teach fail to secure positions. However, reports from the bureau of appointments at Normal show all candidates are "screened" to some extent. That is, employers are invited to examine confidential papers. These along with interviews help them select applicants suited to job openings.

During the first year of a graduate's employment, 14 different personal traits and competencies are checked on rating sheets returned by employers to ISNU. Opportunities to cite outstanding strengths and weaknesses are afforded as teachers are rated "above average," "average," or "below average."

In very few instances are ISNU graduates given "below average" ratings by their employers. Those so judged often develop into competent teachers when placed in different situations. The bureau of appointments has the opportunity of assisting them to find new locations or to counsel them out of the teaching profession.

University faculty members are encouraged to review ratings of ISNU graduates by teacher employers. The teachers of teachers who thus review the strengths and weaknesses of beginning instructors see the quality of university products, as judged by administrators.

Self-Improvement Is Goal

It must be stressed that self-improvement, not smug self-satisfaction, is the goal of educators who strive for quality in teacher education. They recognize, as the Rockefeller report, "The Pursuit of Excellence," points out, "No educational system can be better than its teachers."

ISNU Pres. Robert G. Bone summarizes the importance of quality in this way: "If our campaign for more facilities and salaries stops with quantity, as important as quantity is today, our educational system will not turn out the products a democratic society demands. We must argue for quality just as much as we argue for quantity."

—*Photo from NEA*

for the 97th annual NEA convention June 28 to July 3.

ILLINOIS should make a good showing at the 97th convention of the National Education Association. It will be held in nearby St. Louis, beginning on Sunday, June 28, and lasting through July 3.

In their spare time conventioners can visit the world-famous St. Louis Municipal Opera, watch National League baseball at Busch Stadium, see the many attractions at Forest Park (second largest city park in the nation), or cruise down the Mississippi River on the S.S. Admiral.

The theme of the convention is "Quality Teaching Opens Windows on the World." International Night, an innovation at this convention, will be part of the closing session Friday evening. Charles Malik of Lebanon, president of the United Nations General Assembly, will be the main speaker.

In response to requests at the Cleveland convention last year, more meetings are planned for the Illinois delegation, so that these voting members will be better informed on important convention developments. The annual Illinois Breakfast is planned for 7:30 a.m. on Tuesday, June 30, in the Mirror Room of the Bishop Tuttle Memorial Building, 1210 Locust Street.

On Thursday night educators will hear a "meet-the-press" type discussion about the impact on education of sociology, technology, and economics. Participants will be national leaders in these fields, including Walter Heller, economist from the University of Minnesota, and Lee DuBridge, president of California Institute of Technology who was "father" of the Explorer I rocket. Also on the program is a speech by John Gardner, president of the Carnegie Foundation.

Some 30 departments of the NEA will hold meetings on Monday and Wednesday mornings. Educator groups (such as classroom teachers, administrators, higher education, etc.) will convene on Monday, and departments concerned with subject-matter areas will hold meetings Wednesday; thus delegates can attend a meeting of each type. Circle groups on Wednesday afternoon will discuss areas of instruction.

Open hearings are scheduled for the budget committee, committees on by-laws and rules and on resolutions, and other NEA committees and commissions. The first business session will be Tuesday morning, and the final one, Friday evening.

Hawaiian dances and other entertainment is planned for Friendship Night (Monday), when delegates have an opportunity to meet candidates for NEA offices.

The Municipal Opera, under the stars in Forest Park, will be taken over in its entirety for Classroom Teacher Night on Wednesday, as delegates see a special performance of "Oh Captain." Preceding the opera will be an Ozark supper, served in souvenir handwoven baskets. Tickets for the evening—supper, opera, and roundtrip transportation—will be limited and will be sold on a first-come, first-served basis at the NEA sales booth. Total cost will be $5; opera only, $1.

State delegations will have headquarters in the Statler Hotel. The convention headquarters is in the exhibit area of Kiel Auditorium, where information and hospitality centers will be located; registration of delegates will begin there at 10 a.m. on Sunday and end at 5 p.m. Wednesday. Non-delegates may continue to register until noon Friday.

Reservations for housing must be made with the Convention Reservations Bureau, 911 Locust Street, St. Louis 1; a reservation form was included in the January issue of the *NEA Journal*.

Facing retirement? Enthusiastic firsthand reports from many retired Illinois teachers indicate that you can look forward with pleasant anticipation to those

Good Years Ahead

Material for this report was compiled and prepared
By MARJORIE A. COOK
Membership Chairman, Illinois Retired Teachers Association
Director, Region 10, National Retired Teachers Association

In our early years of teaching, retirement is something that concerns others but is remote and irrelevant for us. As we approach retirement, do we dread it or welcome it? Judging by the activities of many of the retired teachers of Illinois, we can look toward retirement with pleasant anticipation.

Here's what some of them say:

"It's such fun to consider all the possibilities for using my new leisure. It's a new start in living."

"Now I can say 'yes' to requests for service in League of Women Voters, my church, and the United Fund campaign—work for which I have wished I had more time."

"The greatest satisfaction that I find in retirement is the relief from tension. I can do my best, because I can take the time to do it that way. I enjoy accomplishment at top level. No longer is there pressure to cut corners, to hurry regardless of underlying dissatisfaction with the results. I do not get tired, as I used to when each day was a merry-go-round of class-period bells that always rang before everything was accomplished that was deemed necessary for that day. Working against time was like trying to push a truck uphill. Daily living in retirement activities is filled with more personal choices, better public relations, and accumulated energy to use constructively in satisfying projects – satisfying because they are well done without strain or tension."

"Last year I took a trip I have planned for years and was able to travel at a pleasanter time of year than during the school vacation. Home again, I have time to share my experience and pictures."

"My life is full, although I have added little that is new. Being able to substitute occasionally, I keep in touch with school and my friends there. I have developed my business from a small, part-time supplement to teaching into a full-time, but flexible, job."

"Seven years ago I bought a house out of the state, where I spent vacations and came to feel as if I were a part of the town. Living here now is like coming home. This is the climate and location that suits me exactly. There is time to enjoy belonging to a small community which appreciates what I have to give."

"My health is better than it has been for some years. The hospital insurance – my medical bank account, for which I'm most grateful—saves me much worry. It's good to relax and take better care of myself."

"The new job has given me a new adventure. I'm finding abilities I didn't know I had."

From these firsthand reports, teachers who are making plans for retirement will find varied suggestions. Better than the many lists of do's and don't's for "successful" retirement which appear frequently in newspapers and magazines is observation of our own acquaintances who have retired. Which ones have the kind of life we want? How did they plan ahead? Also we can give ourselves some vocational counseling, studying the many possibilities for us in retirement and deciding what capacities and interests we want to develop.

Whatever the activity that retirement may bring, it will be more significant and effective because of the background of a busy teaching career. A new life is ahead with an exciting variety of possible activities.

When you retire from active teaching, you do not retire to solitude. You are still a member of your profession. Illinois Retired Teachers Association, a section of the Illinois Education Association, welcomes you to membership. For information write to the secretary, Helen M. Sanford, 1940 Sherman Avenue, Evanston.

Here's an Idea

Western Alums Honor Retired Benefactor, Friend

More than 200 friends and former employees of a retired Macomb businessman, most of them alumni of Western Illinois University, honored him at a special dinner at the Macomb Country Club in April. Clyde "Kingfish" Perry, former proprietor of the Alley Inn, earned the devotion of hundreds of Western students whom he "helped through college, directly or indirectly," by loaning them money, hiring them (even when they weren't needed) to work in his restaurant, and by serving them "a mess of vittles" for 35 cents (although they often did not have the 35 cents).

The "Kingfish," an ardent sportsman and still one of Western's most faithful fans, was presented with a number of gifts and a scrapbook of notes from well-wishers.

—*Photo from General Development Corporation*

BOATING is a hobby which this gentleman enjoys during his leisure hours of retirement.

Here are some tips which may help you plan for

CREATIVE RETIREMENT

LOOKING FORWARD to an ultimate retirement? Lucky you!

Never in history have people over 50 been able to build so pleasant and gracious a future for themselves, as now. Oldsters themselves have begun recognizing a concept known as "creative retirement."

What does "creative retirement" mean? Nothing more than "planning ahead." Planning ahead means looking ahead, saving ahead, really getting ready to move into your time of leisure. And this planning ahead, if you haven't already started it, can begin the very moment that you finish reading this article.

Practical Advice

Some practical advice for planners-ahead has been collected by General Development Corporation's Mackle Brothers, one of Florida's largest home builders. Out of their personal acquaintance and dealing with thousands of the 150,000 persons annually flocking to new homes in Florida, the company has developed a practical philosophy on happy old age. Part of this they have formulated into the following program, which may be of help to you:

1. *Development of skills.* Your muscles may not hold up after the age of 60, but special skills or hobbies acquired in younger years will help hold a job, if you need one, or enjoy your leisure if you don't.

2. *Set up an adequate savings program,* regularly allotting a certain portion of your funds to savings or investment—possibly toward a home of your own. "Don't spend it all" is a good motto whether you're 19 or 49. Adequate insurance is part of this program.

3. *Keep your installment buying down,* as you mature. In a youthful period, installment buying is often welcomed because one can not pay outright for all the things needed. As you grow older, don't burden your future earnings too heavily, except for your retirement plans.

4. *Learn of any social security benefits* to which you may be entitled. Make sure you understand them perfectly. You can get only the benefits you *apply* for. If you don't know about all of them, you may miss some: they include benefits other than survivors old age and disability.

5. *Carry adequate health insurance.* Nothing will drain savings faster than illnesses or accidents. Some family health plans are based on a single policy for the whole family at a stated price.

6. *Know your pension benefits.* They are intended for the very purpose of helping you to retire with a sound financial basis for your older years.

7. *Inquire about veteran benefits,* if you think you might be entitled to them.

8. *Choose a retirement date.* By the time you reach middle-age, have a "retirement cut-off date" in mind —a definite month and year when you will brush aside classroom papers once and for all—and make that important change of life. This will help you prepare psychologically and financially for "creative retirement."

Keep a 'Light Heart'

9. *Take the right view.* Accept retirement with a "light heart." One high-level corporation president who retired recently wrote, "Retirement is a normal phenomenon, as natural as being hired, and when planned for and accepted gracefully, instead of in a spirit of martyrdom, it can open up the most enjoyable period of a man's life."

School discipline will not solve the social problems involved in the six-step

Descent to Delinquency

By ADALINE HULL
English Teacher, Clinton Community High School

A CHILD grows, one way or another, every moment of his life. That he sometimes seems to develop downward, when measured by the ideals of his times, is one of the school's greatest challenges. And no one tries harder than the school to find out why he is in retrograde. Too often the school is powerless to remedy the causes it finds.

There seem to be several steps in a child's downward development. The pattern varies but little with most discipline problems.

1. The child becomes *a reluctant learner*. He shows general apathy toward learning and information. He seems to be trying to resist the complex pattern of life into which he has been promoted. He reaches this stage somewhere in the intermediate grades. His reading suffers most. Too often no one at home bolsters his flagging interest in education, and the school seems to have few devices for recapturing his interest once the lethargy has set in.

Despair Leads to Hostility

2. He soon becomes *retractable*. He grows antisocial. He seems to suffer a despair so deep that he actually appears to be mentally and physically ill. He will not take part in school life. He is jealous of successful students. When nagged or forced to take part, to get his assignment, he reacts broadly both at home and at school.

3. *Hostility* toward people and *violence* toward things come easily now. However, his conscience inhibits him just here. He is actually thinking constructively when he moves into the next step of his downgrade. His action is surely a sign that there still is worth in him.

4. The child becomes an *escapist*. He feels his failure at school—now of two or three years' standing—is no longer endurable. With considerable mature judgment, he attempts to get away from the situation wherein he has been tempted to do bad things. He feels he must rescue his very soul; he must rescue whatever is left of his personal dignity. And often he feels he must prove his true worth, away from the nagging process which education has become for him.

5. Not yet 16, a victim of self-imposed failure, afraid of the violence within his own nature, the child stays out of school. He is now a *truant*, the loneliest soul imaginable. With idle people in more advanced stages of truancy as boon companions, he takes easily the next short step to delinquency of the lesser type. On the other hand, he may loaf a while, then obtain employment at which he is often surprisingly successful. He must break the law to do it.

6. The final step is, of course, *true delinquency*. Misdemeanor and crime often enter the picture here.

Now, until the child reaches this final step, educators believe that he is still an individual of dignity and worth, however warped he may be getting. Some educators wonder whether the mold into which society has been attempting to pour him is the only mold. Others would change the school curriculum to fit what the delinquent readily claims ought to be taught to keep him interested.

A school can not give up until the child has reached age 16. Educators do not give up as long as hope endures.

At what step in this six-step descent to delinquency do you think the school should coerce by brute force? At which stage would you feel of clear conscience to toss the student out of public education into the larger educational experience of unsupervised idleness and loafing?

The problem is not as simple as either of these alternatives. It occurs to many educators, at times, that perhaps age 16 is too long to hold reluctant learners. Yet what would be gained by exposing them to the enticements of idle adulthood? And who has a job for a youth conditioned to idleness by repeated failure and the bad character traits which are its natural by-product?

Expulsion Is Not Solution

Six-hundred youths, who have lingered in Step 3 until they have offended the public, seem to be a very great number when the million or two total enrollment is not mentioned. Eight delinquents seem to be a large number when an enrollment of 600 is not taken into consideration. Schools believe that any number of such pupils is too many, and they would like a panacea as simple as expulsion. The only trouble is that expulsion does not solve the social problem involved.

An attempt to select the true potential delinquent from among those who are still in Step 3 will slander some innocents. So many of those who have mastered the swagger and lingo of the delinquent are merely boys and girls forced by law to stay in school beyond their capacity to grasp book learning. Many others are ones to whom the lack of money at home has made gainful employment take on an unnatural aura of necessity.

It is for these we must legislate, either to legalize their drop-out or to tax in order to offer the additional courses their instincts and interests tell them they ought to have.

By RICHARD E. WHALEN
Assistant Professor of Education
Bradley University, Peoria

DISCIPLINE IS A MUST!

For the good of society, the school, and the student himself, there should be restraints on pupil behavior and an effort made to teach self-discipline.

DISCIPLINE supposedly has disappeared from American public education. Such, at least, is the charge of many of our critics. That some administrators and teachers have abandoned most restraints on pupil behavior is undoubtedly true, but the great majority still advocate and enforce reasonable discipline in the classroom—"discipline" referring here to certain training or education that fosters acceptable social behavior in the student.

No society can survive without subjecting the behavior of its members to reasonable restrictions and just punishments. Nor can any social institution within such a society survive without educating its members in acceptable social behavior. Moreover, without having his behavior partially circumscribed no individual member of such a society or institution can adjust properly, or feel secure.

Adolescents Need Guides

Anyone, regardless of age, will often welcome such restriction when he realizes that it is the reason those around him like or even love him. Young children and adolescents are especially likely to respond this way. As much as independence is their chief objective, they still want guides and pathways, restrictions and just punishments to help them achieve it.

It has been maintained in some quarters that "fear psychology," or negative discipline, has no place in the modern family or school. I disagree. The parents of an 18-months-old baby, for instance, would allow him to go outdoors on a pleasant summer day, but unless he is restricted in a baby pen or by a length of rope or taken by the hand, he may innocently toddle into the street. This could result in death. Though it is a form of negative discipline and fear psychology, switching is the answer for this youngster. He is too young to understand the significance of such an act, but I would rather run the risk of "frustrating" him than of burying him. Later, when he is amenable to reason, perhaps the switch can be hung up for good.

Particularly, I think there are times when youngsters at school need restraint in the form of a "paddling," which, to be sure, should be recognized as a disciplinary last resort and as useless for certain pupils. Nonetheless, I am convinced that a "fine paddle and an understanding heart" have a place in today's schools. As a youngster progresses through the grades, the paddle should become less necessary; by the time he reaches junior high school it may be abandoned.

The senior high school is not without its problems in discipline. Probably the most trying students are those who make no effort whatever to do assigned class work or pass examinations. They just sit passively in class, occupying space. There is a second group made up of consistent troublemakers, who also make no effort to do any assigned work. Most of these students have at least the minimum ability needed to cope with their assignments and examinations, but make no effort whatever.

Cooperation or Expulsion

After counseling with them, appealing to reason, and even meting out milder forms of punishment, I would suspend these students from school. This suspension should entail counseling with the parents or guardians. In most cases, I would allow these students another opportunity to cooperate. However, should they persist in the same behavior, I would expel them from school.

I realize that a public school system should be dedicated to giving students the opportunity to be successful. But beyond this provision, the school has no obligation to students whose behavior is a distraction to others eager for the opportunity to learn. Or rather, the school also has the responsibility of seeing that the vast majority of its students have an opportunity equal to that which it offers to these offenders.

The concept of discipline presented here has been, of course, negative. It goes without saying that the ideal one would be positive. While the former emphasizes external control, the latter emphasizes inner control. The student's self-disci-

pline should be the goal of teachers, parents, clergymen, and all who are concerned with his behavior.

School personnel, however, can not spend all of their time working with students who are frequently the product of homes wherein there is little, if any, parental guidance. One of the duties of teachers is to be exemplary in word and deed in the eyes of their students. The individual teacher should do what he can to impart to the student some of the accepted moral concepts of the local school district – but he should not at any time present any aspect of a particular church doctrine. It is significant that Article 27-11 of *The School Code of Illinois* requires by statutory law that "Every public school teacher shall teach the pupils honesty, kindness, justice, and moral courage for the purpose of lessening crime and raising the standard of good citizenship."

As yet there is no one and final answer to many of our problems in discipline. Each teacher will have to work out for each student what he considers to be the most effective approach to discipline. Whatever the approach, the teacher needs to be consistent, and above all, just.

Discipline Precedes Self-Discipline

It is advisable for beginning teachers or those new to a school to be rather firm at the start of the year. The older and experienced teachers can rely on their "reputations." It is much easier to encourage a positive approach to self-discipline once a student realizes that a certain amount of negative discipline, or discipline from a source outside himself, can and will be applied.

If a teacher is just, and at the same time effective in presenting subject matter, he will earn the respect and even the affection of the students.

The "master teacher" is not necessarily the one that can win a popularity contest after the first week of school. The master teacher is long remembered and respected after the school year is ended. But respect must be earned; it does not automatically accompany a teaching certificate.

pen-and-ink guidance

What a student writes in English class may reveal many things about his desires, emotions, problems, and habits.

TEACHERS of English have an excellent opportunity to become thoroughly acquainted with young people—learning their habits, emotional trends, and desires through the medium of written expression. Because of this, the English teacher can be a great source of help to guidance personnel in the school.

Authors put something of themselves into their works. Students also do this in themes which are autobiographical in nature, as well as in those dealing in opinions. Often students will give vent to emotions which were previously unknown. The interpretation of the students' written work is possibly the best (and often amazing) facility the English teacher has in understanding the "why's" of young people.

The student's conceptions of social mores are indicated in his work—often revealing the reason for various practices by the individual which are not acceptable in the community. The "medicine" for this student may be the reading of stories with the "crime doesn't pay" theme. This may sound trivial, but good literature can have an influence upon the lives of young people.

Material written extemporaneously by the student may indicate: his affections, desires, and emotions; that he is a happy child (Gay accounts of his life can be contrasted with those concerning something painful found in the themes of other students.); his problems—poverty in the family, a false set of values, a child spoiled by rich parents; trouble with other students—gangs; various degrees of imagination (If a student has a normal imagination, he is not too worried.); complete lack of sentiment; the amount and types of reading he has done; clarity and objectivity, although he has shown confusion in expressing himself verbally; or that a new approach is needed in teaching him.

Of course, this list could be expanded; but it is sufficient to demonstrate the "secrets" that the child shelters, even from parents. The self-character sketch reveals many of these and is easiest for the English teacher to interpret.

Extemporaneous writing may be very important in understanding the student with a speech defect. There is a psychological importance in self-expression. In writing, this particular student may be able to release some of his "steam." It is a form of medicine for those who are unable to say what they desire.

Writing Can Be An Escape Valve

In writing, the student may be able to forget an emotional pain resulting from an uncomfortable experience. This is a slight form of fantasy, but it provides a safety valve important to both young and old.

Once the teacher is able to form some objective conclusions about a student, it is important that he enter into the parent - teacher - counselor cooperative plan to aid a student who is unable to adjust to society. The teacher should not hide the information. He has a very important collection of facts in his hands—not entirely his opinion, for the child has put the basic material on paper himself.

—HUGH SHRADER, teacher, Unity High School, Mendon.

A two-weeks credit workshop at Quincy sparked the interest of area faculty members and helped them understand

the teacher's role in GUIDANCE

By DONALD L. MOLER, *Eastern Illinois University*
LeROY GILES, *Carthage College*
ROY A. MORGAN, *Western Illinois University*

Is it possible to stimulate faculty cooperation and interest in the school guidance service through an off-campus workshop? Will the use of college credit or professional development awards encourage teacher enthusiasm for guidance?

Answers to these questions were sought at Quincy High School in an experimental two-weeks workshop held last August prior to the opening of school. One of the largest off-campus guidance workshops ever conducted in Illinois, it provided four quarter hours credit from Western Illinois University or professional development credit. The credit was given for the introductory guidance course, Principles and Techniques of Guidance.

Workshop Rated as Valuable

If the teacher-participant comments may be used as a criterion, the workshop was quite successful. With some qualifying remarks, every participant reported that the workshop was valuable. A rather large group felt that a third week would have been more valuable or that a second guidance workshop should be established to provide for more detailed study. Several individuals reported it was the most valuable course they had ever taken.

The workshop was suggested by and was part of the Quincy Major Learning Program, sponsored by the Quincy Kiwanis Club. The Swanberg Collegiate Educational Fund of the American Writers Association and the Quincy board of education cooperated to provide tuition-free enrollment for teachers from Quincy and Adams County.

Initial planning for the workshop was done cooperatively by R. S. Brackman, principal of the senior high school; William Alberts, assistant superintendent of Quincy public schools; and Arthur Fritschel and John Storey of Western Illinois University.

Objectives of the workshop sought to make clear to all teachers their roles in the school guidance program, and to provide them with an opportunity to study the principles of guidance.

Workshop participants were grouped into three sections of approximately 27 each; the instructors were the authors of this article. The groups were assigned alphabetically since it was believed that a better understanding of the problems and needs of children would result if high-school, junior high-school, and elementary teachers cooperated in their study.

The workshop was in session from eight to four, six days a week. Each four-hour morning session was devoted to the study of one phase of guidance. Instructional techniques included a lecture by the section instructor, panel presentations by workshop participants, films, and discussion topics presented by resource persons made available to the workshop. A mid-morning coffee break gave students an opportunity to exchange ideas. All sections met jointly for the presentations by the visiting lecturers and for films. Afternoons were devoted to individual study, preparation for group reports, and personal conferences with the instructors.

Library resource materials were made available through Western Illinois University and the Office of the Superintendent of Public Instruction. Additional materials from publishers were available for examination.

In addition to participation in the sessions and professional reading, those taking the course for credit were required to submit a term paper concerned with some aspect of guidance pertinent to the individual's needs. Those taking the workshop for professional growth credit were asked to begin a card file of guidance readings which might serve as the basis for a professional reading file.

In order to evaluate the workshop as far as the needs of Quincy schools were concerned, each person was asked to complete an objective check list adapted from the North Central Association's Evaluative Criteria for Guidance Programs. Answers were tabulated according to the levels represented: elementary, junior high, and senior high school. The results will be used to identify strengths and weaknesses in the present guidance program and to serve as a basis for future improvements.

Improvements Suggested

Teachers were asked to suggest possibilities for improvement of local guidance services. Typical comments included the need for more teacher orientation, closer relationship among teachers and guidance personnel, more time for teacher-counselor meetings to discuss counseling problems, a place at each school for teachers to meet with parents, and more clerical help for counselors for record-keeping, etc.

In addition to the evaluation sheets prepared for use by the school system, each participant was asked to complete a personal evaluation sheet indicating the workshop's value to him.

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These suggestions, made and rated by groups of teachers, indicate some ways in which they felt

Assignments Can Be Improved

By RAY H. SIMPSON
University of Illinois
and EUGENE L. GAIER
Louisiana State University, Baton Rouge

In the formal learning process, assignments play a central role. Through assignments made in class, the teacher typically attempts to a) set up immediate class goals, b) work toward over-all course objectives, c) convey course structure, d) indicate resources to be utilized, and e) set the pace and pattern of activities for individual students.

The authors attempted to examine some of the ways in which assignment making may be improved. The study involved two main steps: the identification of a comprehensive list of approaches individual teachers had found profitable, and an estimate by other teachers of the value of each approach.

In a University of Illinois course, Psychology of Learning for Teachers, each of 150 graduate students was asked to list changes in assignment making he had tried with his classes that had apparently produced profitable results. The combining and pooling of the results yielded a list of 70 items that did not seem to overlap too much. The items were categorized under five major headings: improvement directed primarily toward slow learners, 24 items; differences in meeting deadlines, 4 items; modifications of provisions for accelerated students, 4 items; changing teacher behaviors related to abilities, needs, and interests, 20 items; and actual differences in assignments, 18 items.

Evaluating the Worth of Suggestions

After the list had been compiled, 168 students from additional classes in two universities (87 from one university and 81 from another) were asked to evaluate each suggestion. All had had teaching experience.

Each student was asked to rate each item according to the probable value he felt it would have in his classroom. A rating of 3 was given to an item which a student felt would likely be of much value; 2 for one likely to be of some value; 1 if it seemed of little or no value; and 0 if it seemed to the student that the attempted use of this suggestion would probably do more harm than good if tried in the classroom.

Items with the largest numerical ratings were those considered most promising by the raters. To obtain the relative attractiveness of each item, 70 items were ranked—with the rank of 1 given to the item with the highest total score, evaluated as the most promising; and the rank of 70 given to the item considered least promising by the 168 teachers.

Assignments for Slow Learners

The mean rank of the 24 items concerned with possible improvement steps directed primarily toward slow learners was 41. In tailoring assignments for the slow learner, the suggestions checked as most feasible and most likely to be of value were those stressing in-group relations and challenge. Much stress was placed on setting tasks within the reach of the student, operating within a pleasant class atmosphere, providing individual help, suggestions that may lend themselves to the development of self-sufficiency and success for the learner. Emphasis seemed to be placed on diagnosing the individual needs of each student and on using the diagnosis to determine assignments and resources to be used.

Suggestions for change believed least beneficial were the abandonment of a fixed grading system, stress on specific materials, use of immediate rewards, and social-maturity grouping.

From the large range in the rank value of the items in this category—from 7 to 69 (the greatest range of the five areas)—it may be evident that considerable disagreement and/or ambiguity had been experienced with the suggestions in the middle range of items. Evaluation of the items at both extremes, i.e., those beneficial and those believed detrimental, appear to emerge as fairly well agreed upon. The middle range of items included such suggestions as the use of differentiated, individual, or optional assignments or out-of-class projects; cooperative planning of assignments by teacher and pupil; and written records by the pupil of his work and of his reactions to materials of learning.

Differences in Meeting Deadlines

The mean rank of the four items dealing with the differences to be made in meeting deadlines was 64. The item ranked most useful in this group (with a rank of 56) was the setting of deadlines according to the needs of sub-groups rather than the use of a general deadline. Other items – ranked 60, 68, and 70, respectively—were use of tentative due dates, avoidance of emphasis on deadlines as such, and avoidance of quantitative and qualitative prescriptions for work.

None of the suggestions in this area was highly regarded by the teachers doing the rating; apparently they felt that deadlines have rela-

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HELP THE CUSTODIAN

Teachers and pupils should share the responsibility for making their school an attractive place to work.

By **RICHARD F. POWERS,** *Principal, Lincoln Hall, Lincolnwood*
And **ROY F. BLAKE,** *Principal, Middleton School, Skokie*

AN ATTRACTIVE school atmosphere within the framework of the facilities provided by the community requires good teamwork. The forgotten man of this team is often the custodian. The teacher is in the best position to foster the relationship between the pupil and the custodian.

The custodian should be considered when the teacher sets up a daily plan of classroom organization. There are also special occasions and seasons when thought should be given to the custodian's problems.

Daily Aids

Movable desks are excellent teaching devices, lending themselves to various arrangements which aid classroom efficiency. Custodial efficiency, however, may be seriously impaired unless good judgment is used. Arrangements in the room should be standardized as much as possible. If major seating changes are to be made, the custodian should be consulted. Placing desks closely together makes sweeping difficult; a closer look at seating objectives may help.

Special projects invariably involve the custodian. Advance notice to him is important. If an extra table, extension cord, or other item is needed, time should be allowed for obtaining it. Custodians have a daily routine and special requests interfere with their work.

The chalk board is in daily use; no teacher can do without it. Its care is important. Children should be appointed each day to clean erasers in a suitable place. Boards require daily erasing with a clean eraser and periodic washing with a clean sponge. Oil, solvents, and self-sticking adhesives should not be used on boards, as they contain chemicals that damage the surface.

Teachers and pupils should leave desks neat and orderly at the end of the day. This makes it easier to move furniture, if such is necessary for proper cleaning of the room. It also lessens the possibility of items being lost during the clean-up process. Occasional reminders to pupils are necessary in aiding the custodian. Cleaning shoes, taking off boots before entering the corridor, picking up paper from the floor, and other routine housekeeping duties should be required of the pupils.

In many schools the custodian enters the classroom before the teacher leaves it. The teacher should take advantage of this opportunity to know him better. Custodians, like teachers, are human. A few sociable words can do a great deal in improving relations among all concerned—pupils, teachers, and custodians.

Seasonal Aids

Each season of the year with its holidays and vacations presents its own special problems to the custodian. These problems should be shared by the teacher. Fall, winter, and spring—bringing dust, snow, and rain—also bring headaches in keeping classrooms clean. The elimination of all seasonal problems is impossible; however, an appreciation of and consideration for the custodial staff can lighten these problems.

Teacher Can Create Desire

The methods and tricks that teachers can use to keep children conscious of custodial problems are numerous: gold stars, charts, team competition, monitors, labels on coat hooks, etc. It is not the method that is important, but the sincere desire of the children, encouraged by the teacher, to keep their room and their school neat and clean.

Holiday problems increase the regular duties of the custodial staff. What can be done to make these extra duties a little lighter? After a class party the room should be left in the same condition as after an ordinary day's activity. Clean-up duties beyond the normal scope should be assigned to the children. Window painting, artificial snow, and other elaborate decorations should also be removed by the pupils. A group tempted to leave a room in disorder on a special day may be reminded of the number of rooms that have to be cleaned and of the extra work that results.

Pupils and teachers look forward

to vacations, but to custodians vacations merely mean a change of pace. Routine jobs are set aside in order to begin a program of renovation.

The beginning of summer vacation should find a classroom ready for its three-months vacancy and for the work that will have to be done. All small movable items should be packed away and stored in suitably marked containers. Books should be counted, packaged, marked appropriately, and stored in a designated place. All decorations and other such items should be removed. Desks needing resurfacing and other equipment requiring attention during the summer should be listed and turned over to the proper authority. Suggested physical changes and improvements should be included in this listing.

The shorter Christmas or spring vacation also requires special attention. Following the suggestions for summer vacation which are practical at these times will be of help. Usually floors will be waxed and all desks will be removed. Seat tags of masking tape marking row and seat numbers will save much time in restoring the seating order. Elaborate table-top displays not easily moved should be dismantled. Christmas trees should be untrimmed, ornaments put away, and other seasonal decorations removed before the teacher begins her holiday. Plants and animals may be taken home by the teacher or the children; but if this is not possible, they should be placed in a central building location where they can be more readily cared for.

Teamwork Is Important

Good teacher-custodial relations are based not only upon classroom management, but upon the total school picture. Pupils who take pride in the appearance of their classroom will take a similar pride in the appearance of their school. This pride will be reflected in neater corridors, washrooms, lunchroom, and playground. Pupils, teachers, and custodians, working together and sharing responsibilities, can make their school an attractive place to study and work.

—*ISNU Newsphoto*

Bookmen cooperate with colleges to sponsor

Summer Exhibits of Materials

As an adjunct to their in-service training programs for teachers on campus this summer, many Illinois colleges and universities will include a "million-dollar display" of textbooks, supplies, maps and globes, and visual-aid equipment. More than 120 agencies will participate in the displays, as a service to teachers and administrators searching for new trends in devices to augment their classroom instructional materials.

Exhibits afford teachers an opportunity to evaluate materials rapidly, and to learn of new aids that are being developed to improve instruction. Trained personnel in charge of the exhibits can, in a few minutes' time, explain the basic philosophy behind the inception of the device and perhaps save hours of the teachers' time in personal evaluation.

State Supt. George T. Wilkins, in tribute to the bookmen of the state, said, "I consider you a genuine force for the advancement of education in our state for the services you render the schools in bringing to them the educational philosophy of newly developed devices for the improvement of classroom techniques and curriculum. You are professional men, with a well of teaching experience, enriched by your contact with the best schools and teachers in the state. You witness the best practices in our schools and disseminate that information from school to school to help them improve their programs of instruction, and thus the boys and girls of the state are your beneficiaries."

Workshops, conferences, outside speakers, consultant service, and lecture-demonstrations will be held in conjunction with the exhibits. The accelerated program, science, and the gifted child will be emphasized in much of the material on display. The bookmen's slogan, "See to Save Time," refers to their belief that teachers must learn about an instructional device themselves before they can use it in the classroom.

Schedule of Exhibits

Summer book exhibits will be held at Western Illinois University, Macomb, June 15 and 16; Bradley University, Peoria, June 17 and 18; Eastern Illinois University, Charleston, June 22 and 23; University of Illinois, Urbana, June 24 and 25; University of Chicago, June 29 to July 1; Northern Illinois University, DeKalb, July 1 and 2; Southern Illinois University, Carbondale, July 6 to 9; National College of Education, Evanston, July 9; Illinois State Normal University, Normal, July 13 to 16.

—R. A. Gardiner, president, Illinois Bookmen's Club.

Guidance Is What We Make It

And at Ottawa Township High School, they make it a cooperative responsibility involving parents, elementary schools, high-school faculty and administration, and the school nurse, as well as the guidance director.

By MARY R. LeMAY
Director of Guidance
Ottawa Township High School

GUIDANCE in the modern school is a vision—a vision translated by many people into positive action. Underlying a guidance program is the philosophy that schools exist to help each girl and boy realize his own potential. Therefore, the program must be tailored to fit a specific community; it will never be static, but will be an ever-changing process. It will involve many individuals, who look at problems from many points of view; it will freely borrow techniques; it must become inextricably involved in every facet of the school. Guidance is, in truth, what we of the schools make it.

"What would you suggest that we do for eighth-graders this year that you wish had been done for you? What should you have known when you came into high school? Think about this and report back within the next two weeks."

This was an assignment given to many high-school classes at Ottawa Township High School; the response gratifying. Using suggestions of the pupils plus those of our faculty, the city's elementary teachers, parents, and others, the present guidance program has slowly evolved.

Changes Planned Slowly

Who started our guidance program? An administrator who wanted the best for the students entrusted to his care, who took several years to "think things through" with his faculty before any changes were made. By that time, he had a group so "child-minded" it has been a privilege to work with them. (No effective guidance program can be maintained until teachers as well as the administrative staff are vitally interested in it.)

Great emphasis is placed on the beginning at OHS. Early in March, the first work with the prospective high-school pupil begins, when the guidance director is invited to the junior high school for an assembly talk with the eighth-graders. She takes for each of them several pages copied from the OHS handbook; this material, written by pupils of the Civic Council, explains curricular offerings and extracurricular activities. It is stressed that high school is a place to work, to learn, to live well with one's fellows, to play, to develop to one's best.

Next is the classification testing. Since junior high pupils have been given the California Mental Maturity tests earlier in the year, the guidance director administers the SRA Primary Mental Abilities test at the junior high school. All rural-area pupils come in one Saturday afternoon early in April to take both the PMA and the Mental Maturity tests. In addition to these tests, all available information from the elementary schools is used in classifying pupils.

An evening open house is held each spring at the high school. All classrooms are open, exhibits are displayed, experiments are performed in science rooms, choirs and bands play at scheduled times. Each eighth-grader who will be coming to OHS receives a special invitation to come and bring his parents—and he is not admitted unless he does bring them! (We tried it the other way; our purpose was nullified by the droves of youngsters wandering aimlessly through the halls.) More than two thirds of the eighth-graders with one or both parents get to school that evening. The principal, vice-principal, and guidance director are available for questions, and many informal conferences are held. Since rural pupils had been sent the materials which had been taken over to junior high school, open house is the first chance for pupils and parents to have questions answered.

Parent Conferences Scheduled

Each eighth-grade teacher schedules parent conferences during April and May; one or both parents, the pupil, and the guidance director meet for 20 to 25 minutes to discuss the child's program for his first year

—Photo courtesy of Ottawa High School

INDIVIDUAL COUNSELING helps guidance director Mary LeMay discover many things about her students and their problems and goals.

of high school in the light of past performance as indicated by his eight-year cumulative record. More than 95 percent of the pupils have one or both parents present at this conference; if a parent does not come, the eighth-grade teacher counsels with the child and the registrar. The eighth-grade teacher is available for counsel at any time; her help is invaluable. The materials from the OHS handbook prove helpful; parents as well as pupils ask many questions about the four-year course.

Rural Pupils Tested

Since all eighth-grade pupils of the rural areas take achievement tests under the auspices of the county superintendent of schools, we have felt it advantageous for those tests to be administered *in* the high school in which the pupil plans to enroll *by* the individual who will be in charge of that enrollment. This is done during the latter part of March. Arrangements are made for these pupils to come in on the regular school buses. They eat in the cafeteria; have the two noon hours free of testing when guides show them about the school; attend a class (or a part of two classes) if they wish; and spend approximately four hours taking the tests administered by the high-school guidance director. During the day, they meet the principal, agriculture teacher, girls' and boys' physical education teachers, band and choir directors, and other teachers who are available.

Pre-Registration Information

Before an individual is registered for his first year's work, the guidance director has the following information about him: his cumulative record—since kindergarten for the city pupil, since first grade for the rural; his testing record and his grades for the past eight years; his autobiography; information obtained from a conference with the eighth-grade teacher and/or the elementary school counselor.

No pupil is denied permission to take a course of his choice, even though all signs indicate poor chances for success. If a parent insists that a pupil with fifth-grade reading ability register for Latin, we will point out the reasons why it seems unwise, but we will register the pupil if the parent insists! In reality, there is practically none of this; the parent's ideas usually are compatible with previous accomplishment. However, parents frequently are shocked to discover that a pupil has not been living up to his ability and that their mediocre student should be doing much better!

By June first, all registration is completed. During the summer, the guidance office is a busy place as individual schedules are made out; each pupil is placed in the best spot in the light of all available knowledge. In English, mathematics, and science, pupils are grouped with their peers; in other classes and in home rooms, they are in heterogeneous groups. Occasionally a pupil is shifted from one section to another as a teacher finds such a move advisable; but care is taken that no one is transferred to a remedial or slow-moving class merely to earn an easy credit.

Parents, Pupils Get Invitations

During the latter part of August, each freshman receives from the principal a letter welcoming him to OHS, telling him the name of his home-room teacher and his home-room and locker numbers. He is also sent the program for the first three days of school (all special schedules) and the regular schedule of classes for the year. At the same time, a warm invitation is extended to his parents to come to school with him that first morning. Several years ago, when that custom was initiated, we waited with some trepidation to see how it "would take." We need not have been unduly concerned; parents came, and not just mothers! Now it is the established custom. The interesting thing is that parents come partially because their freshmen *insists* on it.

That first-day program has followed the same general pattern for several years. At an opening assembly, the principal welcomes the newcomers and tells them our idea of what is expected of the high-school student. Then parents and pupil go to the pupil's home room where schedules are distributed, explained, and copied; book lists are given out; the activity ticket procedure is discussed. It is most worth while for the parent to be in home room for this first meeting, for here is the one teacher who will remain with the pupil for the next four years and have that pupil's interests most closely at heart.

After home-room period is over, parents and pupils visit informally with each teacher on the program card. Rural-area pupils have this period curtailed, and meet with the principal to set up the bus routes while as many parents as possible are present.

Freshmen Have Trial Run

In the afternoon the pupils come to school alone and go through a trial day—with 20-minute class periods and five minutes passing time (instead of four). Teachers are on duty to help freshmen find the rooms; at lunch hour there is free ice cream in the cafeteria. This first day has a great attraction for upper classmen, especially sophomores; but all onlookers are unobtrusively shooed away. These first two days are for freshmen only!

Buses run the second day to try out the new routes. Freshmen are divided into two groups for testing. While one half takes the SRA General Math Ability tests, the other takes the SRA Reading Record. All meet together in the gym for an hour's "get-acquainted" period, are served a plate lunch in the cafeteria, and then report to their respective home rooms for a half hour or so before the final testing period.

The third day of school *all* pupils convene at 8:30 in home rooms. This is the first time that the freshmen have been with the "howling mob." The upperclassmen pick up their schedules, and the freshmen have a chance to ask questions before all gather in the auditorium for the first general assembly of the year. Many parents come in for these assemblies—not only this first one, but all during the year. After assembly, another 20-minute schedule is run; freshmen have this trial run while others get

their book lists, assignments, etc.

The next day, school proceeds almost as though there had been no vacation! People ask: "But aren't there changes of schedule which have to be made?" Very few of these wait until opening day. Knowing that the guidance office is open during August, pupils who have necessary changes come over at that time.

The tests given freshman day are scored quickly (Each teacher takes 30 to 50, so they go fast.). Then percentile summaries are prepared in the guidance office for each teacher; at the first teachers meeting of the year, summaries of results of the Iowa Every Pupil tests administered in September of the eighth grade and of the PMA tests were given each teacher. So, right from the start, each teacher is enabled to individualize instruction.

The math teachers give the basic math tests again before the end of the year; in several classes, the Reading Record is administered a second time. Originally, this re-testing was done through the central guidance office; but as the work has expanded, the classroom teacher has supplemented the services. When a teacher feels that it is advisable, we do a re-test on any test. Each year there will be requests for a non-verbal test; such testing is done through the guidance office and reports made to all teachers involved.

To Teach Is to Guide

The entire OHS faculty is convinced that its duty is to provide opportunities for each child to develop to his best. To live up to this belief, each member of the OHS faculty must "double"—he must both teach and guide; and he needs to know many things about each pupil: 1) What is his background, educationally and socially? 2) What is the pupil's academic and social status? What has been his growth pattern? What are his interests? His special skills? His aims? His aspirations and his ideals? 3) What does the child want to do? (Even the fluctuations are important.) 4) What are his strengths and limitations? 5) What experiences should be made available for him?

From the elementary schools come the pupils' cumulative health records; since a sound mind requires a sound body in which to function at its best, we pay a great deal of attention to health. Each freshman is required to have an examination from his own doctor and dentist; our school nurse makes careful check on remedial work suggested. If anything warrants special attention, the nurse immediately informs all teachers concerned. Often the trouble can be taken care of in a general bulletin; otherwise, personal notes or a private conversation takes care of the problem.

Pupil's Health Is Guarded

Any pupil who has been out because of illness checks in with the nurse. It is not infrequent for a pupil to be sent home because he is just not ready, physically, to return to school. Our local doctors are most cooperative; when they give a permit for a child to be excused from physical activity, extra reading, etc., for a stated time, permission is granted readily—and care is taken that no child is embarrassed by this special attention.

Each home-room teacher is charged with the responsibility of coordinating the services of the school for the good of the child at any time. When tension areas in a child's experience become known, that information is disseminated—by the home-room teacher himself, the guidance director, or the nurse—quietly and quickly to those who need to know the facts. We find four rather common, yet quite serious, problems which we all try to solve: the "no breakfast habit"; lack of sufficient sleep; too much extracurricular activity; or the other extreme, participation in *no* activity.

To do even a passible job in these areas, we must maintain a good working relationship between the home and adviser. Schedules are tailored to fit individual cases: a few pupils come to school at the end of the first or second hour in the morning—where a job or illness necessitates the delay; other pupils leave at the end of the fourth or fifth hour for a job or for bed, as the case may be. It is rare when we do not have at least one pupil on a rest schedule—an hour or so in class, then an hour in bed in the nurse's office.

As early as possible, we urge each freshman home-room teacher to visit the parents of each of his pupils, at school or in the home. The school nurse has her car available, and takes teachers out during their conference periods for such visits. Teachers who have conference hours the first thing in the day do their visiting outside of school hours.

Early in November comes Freshman Night. Mother, dad, sometimes grandma and the aunties, come over for a visit. The class puts on a short program in the auditorium; then everyone has cider and doughnuts in the cafeteria and a visit with each of Johnny's teachers.

The main duty of the home-room teacher during the first semester is to learn everything possible about each of his students. Early in the second semester comes the cooperative program planning for the next three years. The pupil, parents, and home-room teacher spend a great deal of time outlining the pupil's subjects for the next six semesters.

Many Services Available

This planning leads into discussions of vocations, college courses, technical courses, etc. The library contains a most complete file on vocations; our college and technical-school adviser is called into consultation frequently. Local service clubs have offered a consultation service. If a pupil asks the guidance director to talk with someone in a special vocation, a service club representative, specially designated for the purpose, is consulted— and an appointment made for the initial meeting. Most of this is done outside of school hours, since the 11-minute daily home-room period is only long enough to cover administrative details. Throughout the planning, the home-room teacher's responsibility is to see that no pupil chooses a subject far below or above his capacity to achieve.

Training in living together well comes from our club program, as well as our regular curriculum. The

Civic Council is a representative body responsible for much of the school's social activities. It is composed of an elected representative from each home room, half of whom are elected each semester. Members have a dinner meeting bi-monthly where items of civic interest are discussed and carried back to the home rooms. They sponsor the entire club program; sponsor, or assist with, all school dances; plan the school assemblies, both local talent and imported; edit the handbook; and take care of drives for funds. A very special chore of the Civil Council within the past few years has been the annual homecoming—a gala event.

Clubs Are Integral Part

The club program formerly was set up outside of our regular school day; with the advent of our bus-traveling contingent, this had to be changed. We now have an activity hour regularly scheduled once a week for clubs or assemblies. Most teachers have at least one club activity to sponsor. The clubs vary widely—from needlework to sketching, from projectionist training to college scholarships. *Can* teachers sponsor all types of clubs? Most assuredly! At OHS, a faculty sponsor has been found for every activity requested by a minimum of 10 pupils. We have proved the value of these extra-class activities; through them comes a type of pupil cooperation which we do not always get in a regular class; pupils are led to discover and develop latent talents; faculty and pupils come to know each other as friends.

Although all members of a home room remain together for four years, the several home rooms of one grade level are grouped together under a class sponsor. All class activities center in the home room and most are planned with the help of the class officers, the executive council (one elected from each room), and the class sponsor.

Annual elections are an all-school affair. Each class elects a president, vice-president, secretary, and treasurer. Any student in good standing who wishes to run for office gets a petition from the class sponsor and has it signed by 15 of his fellows. Posters bedeck the halls and classrooms; electioneering is the style before both primary and election day! The primary elections are held in each home room; the two candidates receiving the highest number of votes for each office are placed on the official ballot.

On election day, usually the first Tuesday in October, judges and clerks are on duty in the gym lobby 30 minutes before school, during the noon hours, and 30 minutes after school. Class lists are used to determine the registered voters; regular polling booths are borrowed for the occasion. The pupils' voting percentage puts that of adults in the community to shame; we hope this habit of voting will carry over to adulthood.

After the four-year program is planned, registration for each of the next years is comparatively easy. Occasionally a pupil changes his mind, necessitating changes. By mid-March registration for sophomores, juniors, and seniors is completed. A board regulation stipulates that 15 pupils must register for a course before it may be offered; when fewer register, the course must be dropped—which means re-registration for some pupils. The only exception to this ruling is the second year of a two-year language sequence.

Annual Testing for All

Since we believe that knowledge of the growth pattern for each child is important, we plan an annual testing for each pupil enrolled. In April, the Differential Aptitude Tests are given all freshmen and the Iowa Tests of Educational Development to all sophomores. Each fall, the juniors take part in the University of Illinois all-state testing program. Profiles from each of these tests are added to the pupil's cumulative record. Homeroom teachers, classroom teachers, principal, and guidance director use these records in counseling with the pupil and his parents. Our plan is *never* to administer a test unless we can make specific use of the results. A number of other tests are given to selected pupils; for example, several classes use the Kuder Preference and Vocational tests; others use a battery of self-analyses. In each of these cases, the teacher of the class has a private conference with each pupil on the findings and, not infrequently, other counselors make use of the data.

College Adviser Helps

OHS pupils are fortunate to have a college and technical-school adviser who has made a wide study of further training for high-school graduates. Hundreds of college catalogs are available in her room and in the library, as well as many nursing and technical-school bulletins. Scholarship opportunities are posted — and scholarship qualifying tests are administered to pupils who request them. OHS does not have a college day; instead, representatives from the nursing school, various colleges, and technical schools write to tell us when they will be in our neighborhood. The impending visit is announced in our daily bulletin; pupils who are interested sign up in the main office for an interview. When the representative arrives, the pupil is excused from class or other activity for the interview.

The OHS library has one section devoted to guidance materials, where pupils may find hundreds of vocational pamphlets and books. Materials are used not only by individual pupils but for class assignments. Several classes, particularly at the sophomore level, do concentrated work on vocations. On the junior-senior level, attention in all courses is directed toward future vocations.

In the final analysis, the teacher is the most important factor in any school program. At OHS we work together with the parents and the community to develop our young people to the best of our (and their) ability. We realize that school is a place where children express themselves. Therefore, we have tried to set up machinery to meet certain basic drives: for recognition, belonging, acceptance, response to efforts, security, and new experiences. We shall continue to improve our guidance program year by year because at OHS we know that guidance *is* what we make it.

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Study Unit • Vol. 21, No. 9

Teachers Rate Teacher Education

Answers to questionnaires distributed by the IEA, universities, and other groups indicate desired changes in teacher-education programs and suggest the need for further study.

By WAYNE A. STONEKING
HELEN K. RYAN
and W. STEWART WILLIAMS
IEA Staff Members

EDUCATION in our schools primarily involves pupils and teachers. There must be many ways of improving the preparation of teachers for this important task. The studies described below, while not extensive enough to be conclusive, provide some strong implications for the teacher-preparatory process and some suggestions for further study.

IEA Study

Seventy-three participants in the Illinois Education Association's 1958 summer conference responded to a questionnaire entitled "Appraisal of the Effectiveness of College Preparation of Teachers." Participants were asked to base replies on actual teaching or supervising experience and not on what they had read or heard.

The characteristics of this group should make it a desirable one for the purpose. Sixty-nine members are full-time classroom teachers with about the usual numerical division between elementary, junior high school, and senior high school; the remaining four members are administrators. The group represents all parts of Illinois. Only four members had less than four years of teaching experience; 46 had more than 10 years of experience. A check of college attendance within 10-year periods starting with 1930 shows that 64 attended college after 1940 and 42 since 1951. More than one 10-year period was checked by 53 participants, indicating that most of the participants have returned for further study after receiving their first college education.

The accompanying table is a duplicate of a table in the questionnaire except that the check marks are accumulated and an additional column is added to indicate the number of teachers who failed to rate a particular item. The ratings of professional education courses indicate belief by a substantial number of participants that such courses are not, generally speaking, as strong as subject-matter courses; this apparently does not apply to student teaching. This could probably be explained away by various means, but replies to other parts of the questionnaire serve to substantiate the analysis. The failure of more teachers to rate student teaching may be due to the fact that some did not have student teaching; state laws have traditionally permitted certification of a few teachers who did not take student teaching in college.

Areas Considered Weak

A portion of this questionnaire was devoted to subjects or areas of college preparation considered to have been weak. Items generally thought of as being a part of professional education courses were mentioned 70 times as compared to 48 times for subject-matter areas; 12 participants did not respond to this part of the questionnaire. The education course items most frequently cited as being weak with number of times mentioned are: student counseling, 26; teaching methods, 14; child psychology, 11; test preparation and

Seventy-three Teachers' Ratings of General Phases of College Preparation For Teaching

	Strong	Fair	Weak	No Rating
Subject-matter courses generally	44	25	3	2
Professional education courses generally	34	29	8	2
Student teaching	42	20	5	6
Other information and experiences (Example: activities, leadership opportunities, etc.)	35	26	3	9

interpretation, 4; and guidance, 4. The subject-matter areas most frequently mentioned as being weak are: science, 9; music, 8; art, 6; reading, 4; and literature, 4. These subject-matter areas strongly suggest needs of elementary teachers who are required to teach many different subjects.

Another part of the questionnaire dealt with items that the participants felt should have been but were not included in their college preparation; 10 persons did not respond to this part. Thirty different items were cited, some of them many times. Items most often cited with number of times mentioned are: teacher organizations, 28; school law, 26; public school finance, 20; use of instructional aids, 17; salary scheduling, 15; reading techniques, 13; test construction, 12; playground supervision, 8; personnel relationships, 7; and penmanship, 7. This question may have been rather severely loaded since all of the above items were listed in the questionnaire as examples. However, three other items listed were not frequently mentioned nor is the order of frequency the same as the order of listing. Again, there is reflected the needs of teachers, probably mostly elementary, who are required to do many different things and failure of colleges to include certain practical information and experiences in the professional education curriculum.

Professional Courses Rated

Each participant was asked to read several statements relative to the time spent in professional education courses and then either check the one that best reflected his own opinion or insert his own opinion in the blank space provided. Only one of the 73 persons failed to do this. The statements with the number who checked each one are listed in the same order as presented in the questionnaire: a) Too much time was devoted to professional education courses, 10; b) not enough time was devoted to professional education courses, 3; c) the balance in time between subject matter and professional education was reasonably proper, 11; d) the balance in time between subject matter and professional education was reasonably proper but repetition should have been eliminated in the content of the professional education courses and more information and experiences of value to the teacher added, 42.

Individual comments, relative to the balance of time between subject matter and professional education courses, most often centered about the following: 1) excessive amount of repetition in education courses; 2) more subject-matter courses in fields related to the teaching field; and 3) proper teaching methods demonstrated in the teaching of subject-matter courses.

Fourteen of the participants of the summer conference indicated that there had been a follow-up by the college or university attended to determine how well college preparation had fitted them for teaching; 58 had experienced no such follow-up. The colleges used questionnaires for this purpose in most cases.

Internship Favored

Forty-six of the 73 members favored a year of internship prior to the granting of a teaching certificate; 22 did not favor internship and five did not answer this question. Comments indicated that, to the teachers, internship means actually filling a teaching position, but under much closer supervision and guidance than is normally provided. Some teachers feel that internship would greatly ease the difficulties of the first few years of teaching. The internee would have the assistance of experienced personnel in adapting teaching techniques to the particular grade level, subjects, and activities involved; in learning about local school policies; in keeping school records; in getting along with parents; etc. One person felt that there would be too many financial and personnel problems involved in internship.

Extra space was provided on the questionnaire for any additional comment. The essence of such comments not definitely repetitious of some other item of the questionnaire is included in the following: 1) college instructors of teacher-preparatory courses should have public school experience—expressions range from foundation need to periodic experience in public schools; 2) the student-teaching program should begin with dealing with individual or small groups of pupils in the prospective teacher's earlier college years and progress to full class responsibility in the senior year; 3) more should be done to acquaint the prospective teacher with the proper role of a teacher; 4) there should be high college entrance requirements for those entering the teaching profession; and 5) teachers, particularly those with experience, should have more latitude in the selection of courses.

University Studies

The placement bureau of one Illinois university has, each spring in recent years, sent a questionnaire to all degree graduates who began teaching the preceding September. The information included here has to do with the parts of such 1957 and 1958 unpublished reports dealing with what the university could have done to help the teacher meet his first-year problems more effectively.

The great majority of the beginning-teacher problems listed are professional rather than subject-matter problems. The problems most frequently mentioned are those having to do with discipline or emotional problems of pupils. Others, mentioned a number of times, include: creation of interest and initiative among pupils; adaptation to general speed and level of a class; adjustment to individual differences among pupils; getting pupils to think; lack of time for preparation and individual help; lack of preparation for handling certain activities; non-cooperative attitude of other teachers; and lack of equipment, supplies, and materials.

Numerous suggestions for changes in college preparation were made by these beginning teachers. Among those mentioned several times are: a more typical situation for student teaching on an all-day basis; more work in activities that the teacher will be called upon to handle; a

more realistic and practical approach to disciplinary problems; more practical application in education courses; more education in grading and testing; more observation of and early contact with children; and more emphasis on methods.

An unpublished 1958 study of another university is based on questionnaires returned by experienced teachers who received their bachelor's degrees in education from the university. Most of these teachers feel that both subject and professional areas of their preparation were "adequate" as opposed to "excessive" or "inadequate." However, the specific area, "teaching methods and materials," received more "inadequate" than "adequate" checks.

Student teaching was identified as the single factor making the greatest contribution toward preparation for teaching. A summary statement of the study indicates that some suggestions for possible improvement will be considered by the university curriculum committee.

It is known that universities, other than those above, seek from their graduates suggestions relative to teacher preparation.

National TEPS Commission

The professional preparation of teachers has come under scrutiny at a number of conferences sponsored by the National Commission on Teacher Education and Professional Standards. One of the first of such conferences, held in 1948, dealt with the education of teachers and the most recent one (1958) also considered this theme. A conclusion reached in the latter conference states, ". . . we are virtually devoid of research evidence as to the relationship between the kind of preparation taken during one's four-year career as a college student and his performance later on the job as teacher."

Frequently using the word "obsolete" as a descriptive term, conferees attested to conditions "which permit continuation of outdated courses, duplication of material, unnecessary academic hurdles, and traditional requirements which had only age to recommend them." Courses in education were criticized for "repetition and redundancy of content."

Problems identified but left unresolved at the 1958 TEPS conference were: 1) What is the minimum length of time for the preparation of an able teacher? 2) How should the amount of professional preparation for an elementary teacher compare with that for a high-school teacher? 3) Which items should be a part of formal organized learnings and which a part of incidental learnings? 4) To what extent should the scholarly requirements of advanced degrees take precedence over the in-service needs of teachers? 5) When should student teaching occur?

In summarizing, the conferees offered many suggestions for the improvement of teacher education. Some of the suggestions reported were: 1) Programs of professional education should be enlarged and strengthened in the field of human growth and development. 2) Efforts should be made to train practicing and pre-service teachers to teach the fundamentals better and with more exactness. 3) A close reciprocal relationship should exist between the teacher-education institutions and the public schools. 4) All teachers should have training in the techniques of guidance and counseling. 5) The content of education courses should be continuously evaluated to eliminate unnecessary content, to prevent duplication, and to add necessary content; elementary and secondary school personnel should assist in this evaluation. 6) Training in methods should be intimately connected with the subject matter to be taught.

Student Teaching Rated High

Student teaching was considered one of the most valuable elements in the teacher-education program and it was decided that teacher trainees should have broad contact with children during the pre-professional years of training.

Delegates to the 1948 national TEPS conference concluded that "many graduates of teacher-education institutions are not immediately ready for full responsibility for planning and executing the program of a classroom." They suggested a year of supervised internship to bring such persons to the point where they would be competent. Reference to an internship program was also made in the 1958 conference.

Implications

While this assessment of what teachers need in college preparation is neither extensive nor scientific enough to result in definite conclusions, it does indicate that further study is in order. The striking similarity between opinions of different groups of teachers strengthens this viewpoint. In order to avoid the influences of prejudice and whitewashing of existing conditions, such study might well be under the direction of a group consisting of competent representatives of teacher-preparatory institutions, teachers and school administrators in the field, and lay people.

No further study is needed to show that there should generally be a much closer working relationship than now exists between the colleges and teachers in the field. A manufacturer of a complicated product can not get by for long without keeping a close check on the performance of his product. It seems obvious that the same applies to the preparation of teachers. Nor is further study required to show that college instructors in professional education courses need experience in elementary and secondary schools. Advanced-degree requirements and lack of sufficient funds should not prevent bringing public school teachers and administrators of known competence into colleges as instructors of education courses.

It is not implied that all of the teacher's professional difficulties can be eliminated by proper college education. Some of these difficulties can no doubt be traced to lack of individual effort on the teacher's part, some to the inadequacy or lack of in-service training in the employing district, and others to failures of professional organizations. Everyone concerned must accept responsibility, individually and cooperatively, if our children are to have the best teachers possible.

Sixth IEA School of Instruction to Be Aug. 10-13 at EIU

The sixth annual IEA School of Instruction for local, division, and state leaders will be held Aug. 10 to 13 at Eastern Illinois University, Charleston.

The Illinois Education Association again will sponsor this four-day workshop for presidents of local associations, divisions, and sections; division directors of the Illinois Association of Classroom Teachers; IEA local section chairmen; IEA board of directors; Chicago representatives; IEA governing committee members; and the IEA TEPS Commission.

Personnel from the staff of the IEA and National Education Association, as well as local leaders, will present classes in six areas: new school legislation; mechanics of salary scheduling; cooperative work on salaries (teachers, school boards, administrators); IEA at work; the evolving curriculum and teacher education; tenure and contracts. As in previous years each person will attend classes in each area of instruction.

The workshop will open with a general session on Monday evening, Aug. 10. Tuesday evening will be devoted to local, division, and state group meetings; Wednesday evening will be NEA night. There will be ample time and facilities for recreation and social activities. Discussion group sessions will be held on Tuesday and Wednesday from 9 a.m. to 2:30 p.m.

It is hoped that each local association, division, and section will be represented at the school of instruction, and that all IACT directors, governing committee and commission members, local section chairmen, Chicago representatives, and IEA board members will be present.

Application forms have been mailed to each of the groups involved. Any person or group which has not received the application form and is interested in attending the school should contact W. Stewart Williams, Illinois Education Association, 100 East Edwards Street, Springfield.

The IEA will pay the expense of one official representative from each group. If others are interested in attending at their own or local association expense they may secure forms from Mr. Williams at the above address.

From a Parent to a Teacher

How fortunate, indeed, you have become,
For my young son is now gracing your presence.
Naturally, I'd like to facilitate your efforts.
And so, I'll tell you a bit about this unusual young man.
You, with your magnificent perception, have undoubtedly realized his capabilities.
Unusual? Of course, he's unusual: he's my son.

I realize that you have all those other *average* children to deal with,
And my son is—as you would expect—well *above* average.
Your intelligence and achievement tests didn't exactly indicate this,
But I'm sure you'll agree that such tests are still a long way from being perfected.
And then, too, such tests probably don't foresee the possibility of an above-average boy such as mine.
Above average? Of course, he's above average: he's my son.

You should know, however, that though he is unusual—as well as above average—he is a very sensitive child.
Naturally, you must devote *some* of your time to those other children.
But you'll understand him more readily if you're aware of his sensitivity.
Of course *talented* people are usually sensitive.
Talented? Of course he's talented: he's my son.

You know, it suddenly occurs to me that all parents are a collection of such people as I.
Therefore, every morning you must face an entire class of unusual, above average, abnormally sensitive, and talented children!
You are indeed fortunate; but this raises a question:
How do you manage to contend with us unusual, above-average, sensitive, and talented parents?
May God bless your patience!
—J. R. EVANS, member of the board of education, Highlands public schools, La Grange.

NIU Students Observe Marketing Problems Firsthand

Closer relations between business and education was the object of an experiment conducted by the business department of Northern Illinois University. Four industries in Sycamore played host to more than 50 university students for a Student-Business Day. The Sycamore Chamber of Commerce was instrumental in the planning. Details were worked out by Prof. J. Howard Nelson of NIU's business department and Norman C. Heldt, manager of the Chamber of Commerce.

More specific aims were to familiarize students with some of the marketing problems of industry, to encourage them to "think through" these problems, and to give the businessmen the opportunity to orient the students toward the practical aspects of marketing.

The program at each company included introductory sessions conducted by top management persons, a brief history of the company, tours of the plants, and discussions led by various specialists.

In one case a company chose one of its experimental units and showed its failures as well as its successes; this type of presentation seemed to impress the students. One firm showed the students its next year's marketing plans and forecast. Students were confronted with problems of top management, which was a privilege not afforded to many "outsiders."

Following the project, classroom discussions were held. Also the students prepared written reports, which were of value to the industries, those who planned the program, and the other students.

Students commented on the "practical applications that may be derived from viewing actual operations" as compared to merely studying the principles.

"What management expects of future executive material, . . ." said one participant, "is further brought to the mind of the student when an opportunity for discussion with businessmen is brought forth."

ASSIGNMENTS

(Continued from page 382)

tively little importance in improving assignment making.

Provisions for Able Students

For items dealing with modifications of provisions by the teacher for dealing with accelerated students, the mean rank was 34. Rank values for the four items in this category were 20.5, use of flexible group assignments; 23, determination of areas of interest relevant to the assignment; 42.5, placing more stress on self-evaluation; and 56, use of optional and related activities in excess of the common activities.

Flexibility in dealing with student assignments and the determination

of areas of interest among accelerated learners seemed to be the most promising ways of helping the gifted. Since none of these items received extremely low or extremely high rankings, it may be concluded that this group questioned wholesale adoption of any of these suggestions for dealing with the accelerated learner.

More surprising, however, is the fact that in collecting suggestions for assignment making, only four items related directly to modification of provisions for accelerated students. Much greater concern still appears to be in the direction of coping with the slow learner. It may be inferred that accelerated students are expected to make their own adjustments and discover their own challenges.

Changing Teacher Behaviors

In the area dealing with changing teacher behaviors as they are related to the abilities, needs, and interests of the pupils, the mean value for the 20 items was 32. Rank value for individual items ranged from 3.5 to 61.

These teachers felt rather strongly about the need to recognize and increasingly to allow for individual differences in present achievement, in readiness for learning, in speed of learning, and in need for varied resources. The teachers showed a significantly high regard for trying to stress the relationships between in-class and out-of-class activities.

Long-term assignments, individualized assignments, stressing intrinsic motivation, learner selection of attainable goals, and group out-of-class projects did not seem particularly feasible and/or valuable to this group as approaches to assignment improvement.

Differences in Assignments

The 18 suggestions on how assignments themselves might differ yielded a mean rank of 26. This mean rating is the highest for any of the five areas. Individual items were ranked from 1 to 62. Items ranked 1, 2, 3.5, and 5, respectively, were making of assignments with more clarity, enrichment of assignments by use of all available resources, appealing to learner interests, and use of challenging but attainable goals.

More revolutionary practices such as text-free assignments and making use of teacher-student assignment planning committees seemed to have little appeal. This may imply a general tendency for teachers to try to move very gradually rather than in giant steps from current practices to what they visualize as improved assignment making.

Here's an Idea

PTA - Sponsored Potluck Suppers Create Friendly Relations

FATHERS, who sometimes have no opportunity to visit school, enjoy this chance to introduce their families to the other parents.

—Photo from Walter Mifflin

Parents, principal, teachers, and children are becoming acquainted in an informal, friendly way at Forest Glen School in Glen Ellyn—through potluck suppers for each room, sponsored by the PTA.

Many times the barrier to good school-community relations seems to be the lack of a way to get parents to come to school and feel welcome. Often parents visit school only when a problem arises involving their child. Under these circumstances, it is sometimes difficult for them to leave with a friendly feeling.

The potluck suppers begin – room by room – in late September and continue through October, replacing the regular PTA program during that time. Last fall 311 children out of 323 enrolled attended the suppers. Both parents are encouraged to come with their child; no brothers and sisters come. Often this is one of the few times when a child in a large family is out alone with his parents.

Details are arranged by room mothers; the PTA potluck chairman gives instructions to each group for planning the menu, issuing invitations, figuring how many will be there, choosing a master of ceremonies, etc. They are on hand that night to prepare coffee, arrange tables, and distribute milk for the children.

After the meal is over the MC introduces the PTA representative, the teacher and principal (and wife or husband), and the committee, and asks the fathers to introduce their families.

The principal and staff at Forest Glen School have found that the suppers provide an excellent opportunity to acquaint parents with the school program, explain safety measures, and extend an invitation for further visits.

—Walter Mifflin, principal, Forest Glen School, Glen Ellyn.

New Technique Developed To Study Principal's Job

A new research technique for studying the job of the modern school administrator has been developed by Teachers College, Columbia University, with financial support from the US Office of Education. A potential elementary school principal is, in effect, placed in the principal's chair of a simulated school and asked to handle various tasks he might face.

The actual "test" takes five days. The candidate is briefed on the nature of the school system and community and given all details any incoming principal would get. He is handed a sheaf of mail, reports, notes, and telephone messages and asked to act on them. He dictates a speech for delivery to the PTA, writes an autobiographical sketch for the newspaper, and composes an article for the school magazine. He watches kinescopes showing three probationary teachers conducting their classes, fills out probationary forms for the superintendent's office, and outlines an interview to hold with each teacher.

"The national effort to strengthen our schools involves getting good principals as well as good teachers," said Dr. Roy M. Hall, assistant commissioner for research in the US Office of Education.

TEACHERS SPEAK UP

(Continued from page 366)

words have damaged some child's chance of getting a good personality.

—H. S. WINKLER, superintendent, Odin public schools.

Mr. Skinner presents only one side of the question. He uses the term "corporal punishment" at times, and "punishment" other times. I suppose he means by "corporal punishment" the use of physical force. When Mr. Skinner uses "punishment," does he mean "corporal punishment" or all varieties of punishment?

In his concluding paragraph he creates the impression that corporal punishment should never be used. The following remarks are not intended as an endorsement to the widespread use of corporal punishment, but as support for the proposition that sometimes corporal punishment is permissible and sometimes necessary.

In his article he does not specify any particular age level so one would conclude that he means children of all ages.

The article consists of 12 statements and a concluding paragraph; the following answers appear in the same order.

1. Anthropological studies reveal that good discipline is established in some cultures where corporal punishment *is* used.

2. In some homes and public schools where corporal punishment is not used children do not behave as well and are not as well disciplined as in some homes or public schools where it is used.

3. When corporal punishment is used correctly it may lead to improved behavior.

4. Punishment quite often establishes desirable behavior.

5. When the causal approach to problem behavior fails, punishment may deter undesirable behavior. Sometimes the problem is a self-centered child raised in a permissive atmosphere.

6. I would agree with Mr. Skinner that the teachers and parents who use corporal punishment most frequently are the very ones least qualified to use it—temperamentally, understandingly, etc., but this is not an argument against the use of corporal punishment.

7. Many of those who use punishment do so after constructive techniques of social control or self-discipline have failed.

8. Punishment often results in good inter-personal relations, respect toward the punisher, respect that often transfers to all people in authority.

9. Some instances of misbehavior are repeated; and how can we say after corporal punishment has been used and a decided change was brought about that corporal punishment was not the cause for the change?

10. Punishment often results in self-restraint and no damage to the victim's self-esteem.

11. It is possible to punish without violating the principle of "respect for the personality."

12. Punishment can be effective without sacrificing greater values for a lesser "good."

Use punishment *when* you must, not as a catharsis for pent-up emotion or as a panacea in child guidance, but as one of the effective methods of child guidance. Use it, *when* you must, when the casual and constructive approach has failed. Mr. Skinner does not want us to use this more than one time in a million. He means, of course, that he does not want us to use it at all. Doesn't Mr. Skinner realize that mature adults are able to use physical force and punishment without becoming emotionally upset? Many children are used to corporal punishment. They do not resent it. It is effective and establishes the desired behavior pattern. Of course this is not true with all children. Every experienced teacher knows that you treat and correct different children differently. It is true that there is a risk in using corporal punishment. It is equally true that sometimes there is great risk in not using punishment.

I would leave Mr. Skinner with this thought: Sometimes the kindest thing you can do is to be cruel, and the cruelest thing you can do is to be kind.

—EMMETT W. DAVIS, principal, Washington School, Waukegan.

Two New IEA Divisions Created in Southwestern Area

Pursuant to petitions accepted by the board of directors of the Illinois Education Association, after a hearing held at East St. Louis, and official action of members assembled at East St. Louis and Wood River, respectively, final authority was given on April 3 to the creation of two divisions in the area now served by the Southwestern Division of the IEA.

By action of IEA members from Clinton, Jefferson, Marion, Monroe, Randolph, St. Clair, and Washington counties the creation of the Kaskaskia Valley Division was authorized.

On the same day, IEA members from Bond, Calhoun, Greene, Jersey, and Madison counties authorized the creation of the Marquette Division.

Constitutions and by-laws were adopted in each instance, and officers were elected. On June 30 the historic Southwestern Division will go out of existence, and on July 1 the new divisions will officially come into being. The official list of officers and committees will be announced at a later date.

Supt. J. B. Johnson of Alton, president of the Southwestern Division, with his officers and a committee, spent a long period of time in study, planning, and action which resulted in the creation of the new divisions.

After June 30, the significant records of the Southwestern Division will be forwarded to Springfield for preservation, assets will be divided equitably between the two new divisions in proportion to their respective memberships, and the Southwestern Division will become a matter of professional organization history. The Illinois Education Association will then consist of 21 divisions.

Story Hours

The commonplace essentials disappear
From hearts of those who listening can hear
Intriguing stories of the ancient kings—
The land of wonder and imaginings.
Discomforts of surroundings are unknown
As each one whisks into a fairy zone
Upon a magic carpet with a whist
That sails into a sky of amethyst.
Dramatic tales can never grow so old,
But children love to hear them thrice retold.
Though stories may have lived the ages through,
The youngsters listening are fresh and new!
Their finger tips touch dimpled stars that shine;
They vault with perfect ease horizon-line;
Dance leisurely in feathered lanes of space
That wash all earth stains from the childish face.
For children's hearts hold wonder like a cup;
O, how their thirsty souls drink stories up!
For story hours, well-lit by rainbow beams,
Lead children upward through the land of dreams!

—Stella Craft Tremble, 850 Fourth Street, Charleston.

GUIDANCE ROLE

(Continued from page 381)

The comment was made that too many resource speakers were used and some complained that there was duplication of material presented by the instructor or student panel and the speakers. There were a few objections to the volume of out-of-class study required, although others said that professional reading crystallized concepts and altered attitudes toward guidance. Almost every participant felt that the outside reading was essential. Nearly everyone who wrote a research paper felt it was a valuable experience; several indicated that the paper gave them an opportunity to go deeper into individual areas of interest. Some complaint was made concerning the difficulty of doing research in such a short time.

Several persons felt the workshop could be more profitable if scheduled earlier in the summer and lengthened to reduce the intensity of effort.

The best indication that the workshop goals probably were accomplished was the statement by Mr. Alberts, "We are now establishing a committee to start making a comprehensive study of our guidance program with an eye for over-all improvements. The teachers are very enthusiastic and will, I know, come up with some excellent ideas."

There's Joy in Teaching

What do you want in life? I think we are all interested in the same things, essentially. Recognition, security, satisfaction, and affection rank high on our list. We can fulfill these wants, in part, if we are fortunate enough to be engaged in work that provides them. Of course, work is only a part of life, but when we consider how many hours we spend at it we must admit it is a very large fraction of our day.

Today teaching provides recognition in a highly respected profession. The world is increasingly aware of the importance of teachers, and the recent trend of teachers salaries is most solid proof of this statement. Tremendous strides have been made to bring salaries to a level where we can obtain and keep well-qualified persons.

Security is another important item offered to teachers. Certainly we all want to know that we have a lasting job. The combination of tenure along with the knowledge that there probably will always be children makes teaching rank high on the security list.

Satisfaction is a feeling of well-being we can achieve from various sources. To know that we are actively contributing to the very future of the world can bring some of the greatest rewards obtainable. Opening new vistas of learning to others gives a deep satisfaction to the teacher.

Not the least among the rewards of teaching for me has been the opportunity to travel. Every once in a while I simply must wander, and what other type of work provides the opportunity so beautifully? As a result of being a teacher I have had the exciting experience of living and traveling in Europe for a year.

But travel has not been the only exciting by-product of my job. The opportunities for other types of experience grow day by day. Earlier this year I was chosen to participate in an in-service program designed to improve instruction in mathematics in the Chicago elementary schools. The course is offered on television to make it readily accessible to all Chicago teachers. This experience has been new and thrilling for me; and I feel there is no limit to the potentialities of a teacher in the Chicago system.

It seems to me that we receive from our work in direct proportion to what we bring to it. If you wish to teach, you will be wise to bring to it enthusiasm and a willingness to work. Your students will love you more for your enthusiasm, and your work will be more successful and rewarding.

The preparation for teaching may seem somewhat forbidding at first. However, when you finish college you are ready to go right into a classroom and earn an attractive salary. This is not so in many other professions.

So, if you think you would like to teach and want to bring to it the fine qualities we need for good teachers, come along and try it. I know you'll love it as much as I do.

—Loretta Fisher, teacher, Haugan Elementary School, Chicago. (From a speech presented at the annual meeting, Future Teachers of America, North Division, Chicago, April 14.)

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NEWS in Education

NAMES IN THE NEWS

New Graduate Dean at ISNU

—*Camera Craft Studio*

Dr. Sorensen

Dr. C. W. Sorensen, professor of geography at Illinois State Normal University since 1949, will become dean of the Graduate School starting Sept. 1. Vice-Pres. Arthur H. Larsen had doubled as dean of the faculty and dean of the Graduate School the past 10 years.

Since President Bone took office in the fall of 1956, the university has made some changes in the administrative structure following approval of the Teachers College Board. The new position of Graduate School dean was authorized more than a year ago when Francis B. Belshe was appointed dean of the undergraduate school.

Dr. Sorensen will serve as chairman of the Graduate Council, to work with departments on the improvement of graduate instruction and research.

NEA Regional Representative

Kenneth I. Jonson, director of the Iowa State Education Association's field service division for the past 12 years, has been named a regional representative for the National Education Association. He will work in a six-state area including Iowa, Minnesota, Wisconsin, North Dakota, South Dakota, and Nebraska.

After July 1 Mr. Jonson will move into the NEA regional offices located in the headquarters building of the Minnesota Education Association in St. Paul. The regional organization he will head is the third of its kind to be established by the NEA. Similar offices are now in operation in New England and in the Pacific Coast area.

Award for Physics Apparatus

A professor from Northwestern University was awarded honorable mention in competition for new apparatus to be used in teaching college physics. He is Lester Bockstahler. The competition was held at the annual meeting of the American Association of Physics Teachers and conducted under a grant from W. M. Welch Scientific Co. of Chicago.

IASCD Elects Officers

New officers of the Illinois Association for Supervision and Curriculum Development, who took office April 25, are John Prater, assistant superintendent from Maywood, president; Pauline Meyer, county superintendent from Petersburg, vice-president; Betty Jo Kelley, teacher from East St. Louis, secretary; and Roy Schilling, administrative assistant from Decatur, treasurer.

NEA Department News

Margaret Gill has been named executive secretary of the Association for Supervision and Curriculum Development. She has been associate secretary and joined the staff two years ago, coming from Southern Methodist University.

Named to the board of directors of the National Council of Administrative Women in Education is Hildegarde Romberg, principal of James H. Bowen High School in Chicago.

Honored in *McCall's* Contest

An Illinois woman is among 10 teachers who earned special mention on *McCall's* "Honor Roll of Teachers for 1959." Helen S. Knight, speech correctionist and counselor at Evanston Township High School, according to *McCall's*, "blazes trails in education for handicapped children and helps them solve career problems. Her work became part of a program to improve the state curriculum."

The contest winner was Edna Donley, mathematics teacher from Alva, Okla. Nominees are chosen by state departments of education all over the country. They are observed at work for a period of months and evaluated by representatives approved by *McCall's* and the US Office of Education, cooperating sponsor.

IJHSPA Elects Officers

Stanley Smith of Coolidge Junior High School in Moline is the new president of the Illinois Junior High School Principals Association. Other officers, who were elected April 4 and will serve until April, 1960, are George Melton of Washington Junior High School, Bloomington—vice-president; Don Buckley of Johns Hill Junior High School, Decatur—secretary; and Robert Eberle of Edwardsville Junior High School—treasurer.

DATES AND PLACES

NCTM to Meet Aug. 17-19

The 19th summer meeting of the National Council of Teachers of Mathematics will be held at the University of Michigan, Aug. 17 to 19. Special features of the program include reports from a school mathematics study group and about the arithmetic project at the University of Illinois; mathematics education in other countries; and responsibilities and opportunities for the mathematics consultant.

For more information write to Gertrude V. Pratt at Central Michigan College, Mt. Pleasant, Mich.

Printing Education Conference

The University of Colorado, at Boulder, will be the scene for the 34th annual Conference on Printing Education, sponsored by the International Graphic Arts Education Association, 5728 Connecticut Avenue NW, Washington 15, D. C. The conference is scheduled for July 19 to 25; the cost, including room and board, will be less than $30.

Hanson Meets the Press

—*NEA Photo*

A SPECIAL PRESS LUNCHEON in Washington April 7 honored Earl H. Hanson, superintendent of Rock Island schools, for his article, "Don't Stop Criticizing Us Teachers," which was published in the April 11 issue of *The Saturday Evening Post*. Erwin Knoll of the *Washington Post*, left, and Jerry Bennett of Newspaper Enterprise Association, second from right, interview Mr. Hanson. At right is Frank W. Hubbard, assistant executive secretary for information services for the National Education Association. The luncheon was held at NEA headquarters; attending were Washington correspondents for the press, radio, and television. The article, which encourages communities to use constructive criticism to improve schools, is Mr. Hanson's second in the *Post* in little more than a year. Reprints, at 20 for $1, are available from National School Public Relations Association, NEA.

'Music for Youth' at NIU

Students from the ninth grade through high-school and college age are eligible for the third annual Music for Youth camps at Northern Illinois University. The band session will be June 21 to July 5 and the session for chorus and orchestra, July 12 to 26. Student participants will be housed in Gilbert Hall on the NIU campus. Registration is $50, covering all expenses.

NAES Summer Activities

An annual convention and an institute which offers one college credit are included in the summer plans of the National Association of Educational Secretaries. Both events will be held in St. Louis. The convention will be July 17 to 19 at the Coronado Hotel; the Institute for Secretaries and Office Personnel in Education, at Washington University, July 20 to 24. (Another institute will be held at the University of Texas, also in July.)

Summer Activities at EIU

Eastern Illinois University's summer events will include the Adult Education Conference, June 22; Education Conference and Book Exhibit, June 22 and 23; Elementary School Principals Workshop, June 11 and 12; a regional conference of Illinois Congress of Parents and Teachers; School for Janitors, June 10 to 12; Business Managers Conference, July 21; and Institute for Mathematics Teachers, June 15 to Aug. 7.

The annual Music Camp for high-school students will be June 14 to July 5. Three one-week sessions are conducted under the supervision of Eastern faculty members and music majors. Guest conductors rehearse the band and chorus sections through the week for a final outdoor concert each Sunday. Total cost for a one-week session is $19.

Students between the ages of 14 and 18 are eligible for Eastern's recreation camp; two one-week sessions will be held July 5 to 19. The cost is $20, which includes room, meals, and use of sports equipment and university facilities. Campers will be housed in new dormitories. Activities to be featured include swimming, tennis, golf, dancing, movies, badminton, picnics, archery, softball, and bridge. For applications, write to Director, Summer Recreation Camp, Eastern Illinois University, Charleston.

More than 70 courses will be offered during Eastern's 12-weeks summer quarter, which begins with registration June 10 and ends Aug. 28. An eight-weeks session will be June 15 to Aug. 7.

Workshop on Student Teaching

The Association of Student Teaching will sponsor a workshop Aug. 19 to 26, open to its 3500 members and others interested in the improvement of student teaching. The theme will be "Readiness Factors Determining Progression in the Professional Sequence." There will be general sessions and exhibits as well as study groups.

Participants are urged to make advance reservations by June 1 with Dr. Chester

FINANCIAL REPORT
for
Horace Mann Mutual Insurance Company

Springfield, Illinois
As of December 31, 1958

ASSETS

Cash	$1,326,658.11
U. S. Bonds	697,408.85
Other Bonds	2,105,068.74
Stocks	727,087.35
Real Estate	449,629.19
Mortgages	568,752.16
Premiums in Course of Collection	10,395.42
All other Assets	29,949.92
Total Assets	$5,914,949.74

LIABILITIES

Loss and Adjustment Expense		$2,356,883.52
Unearned Premiums		1,978,987.50
Taxes due or accrued		199,914.38
All other Liabilities		90,861.48
Total Liabilities		$4,626,646.88
Guaranty Capital	$400,000.00	
Earned Surplus	888,302.86	
Surplus to Policyholders		$1,288,302.86
Total		$5,914,949.74

Premiums written during 1958 $6,978,705.26
(Increase in Premium Over Last Year) 32%

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Williams at the University of Oklahoma at Norman. Further details are to be obtained from the executive secretary of the association at Iowa State Teachers College, Cedar Falls.

Advanced Placement in Biology

Chatham College will be host to the College Entrance Examination Board Conference on Advanced Placement in Biology, June 25 to 27. Collegiate and secondary administrators and faculty will participate in workshop sessions related to considerations in the instruction of able students especially interested in biology. There will be speakers on topics of interest in biology curriculum and instruction.

The conference is open to all educators. Participants may stay at the college during the conference. Room and board will cost $20. Further information and application blanks may be obtained by writing to Dr. Phyllis C. Martin, Chatham College, Woodland Road, Pittsburgh 32, Pa.

—From Illinois Departmental Information Service

GOVERNOR WILLIAM STRATTON hands the official proclamation for Illinois Future Teacher Week, which was observed April 19 through 25, to Rosemary Bussen of Greenville, second vice-president of the Student Illinois Education Association. Witnessing the signing were George Wilkins, standing left, superintendent of public instruction, and SIEA Pres. George Bueltmann.

1959 Assembly of WCOTP

The eighth assembly of delegates of the World Confederation of Organizations of the Teaching Profession will be held in Washington, D. C., July 31 to Aug. 7. The theme is "Teaching of Mutual Appreciation of Eastern and Western Cultural Values." Meetings will be held at the National Education Association headquarters, and the Mayflower Hotel is the convention headquarters.

WCOTP has rented a four-story headquarters building at 1227 16th Street NW in Washington.

Secretary General William G. Carr has suggested to member associations, who will send representatives to the 1959 assembly, that they may want to visit the new headquarters and bring for placement there some item which "has some flavor of your country and some association with the teaching profession."

"Child Health and the School," theme for four regional conferences to be held in 1960, will be introduced at a closing session by Dr. Carr.

International Assembly

The third annual Williamsburg International Assembly will be held June 7 to 11 at Williamsburg, Va. The assembly, part of Colonial Williamsburg's educational program, is a unique convocation of foreign and American graduate students with a "faculty" of outstanding authorities. The delegates will analyze and discuss political, cultural, and socio-economic aspects of American democracy in the light of their experiences in this country. The theme is "The American Dream: Myth or Reality?"

Some of the students will be Americans who are going abroad for study, but most will be foreign graduate students who are terminating their studies here.

IN THE HALLS OF LEARNING

To Produce College Teachers

Southern Illinois University has outlined a program which it said would help alleviate the shortage of college teachers. The program would have the effect of giving graduate students experience as part-time teachers on the university level to whet their interest in college teaching. At the same time, it would relieve teaching overloads.

Measures already taken at SIU to offset the dwindling number of teacher candidates include creating better living and study facilities for graduate students and strengthening master's degree programs. Southern is also expanding its doctoral program, which may soon include special Ph.D. curricula directly aimed at preparing degree candidates for teaching in the college classroom.

Southern now offers the Ph.D. in nine fields. Two departments authorized recently to accept Ph.D. candidates are elementary education and educational administration and supervision.

To Train Junior High Teachers

In order to meet the acute need for junior high-school teachers, Northern Illinois University is launching two new programs to begin this fall semester. The NIU placement bureau has received approximately 400 requests for junior high teachers the past two years, and there were fewer than a half-dozen candidates specially prepared for that level.

The two parallel offerings differ somewhat in orientation. One program offers the bachelor of science degree in education and follows somewhat the lines of the elementary teacher-education program with sophomore, junior, and senior laboratory experiences and internships conducted appropriately at the junior high level. This program emphasizes the functions of the junior high school and the important part the teacher plays in achieving the school's educational goals. Problems incident to the operation of a multiple-period plan of instruction (English and social studies) will be emphasized.

Another program, with subject preparation described as a comprehensive area major in English and social studies, provides competencies in these areas and prepares the student for either the bachelor of arts or bachelor of science in education degree. This program follows a pattern similar to that employed in preparation of secondary teachers. Both programs place a major emphasis on English and social science but provide elective time for study in other fields.

For more information write to the director of admissions at NIU, DeKalb.

Higher Education Department

The newly created department of higher education at Southern Illinois University will be headed by George H. Hand, who was vice-president for business affairs. Dr. Hand will be in charge of training teachers for instruction in all types of institutions beyond the high school. Only a few universities have such departments; Southern's will work closely with other academic units in providing prospective higher-education teachers with a sound command of a special field plus a knowledge of effective teaching techniques.

Harold W. See, executive dean of the SIU Residence Centers in Madison and St. Clair counties since 1955, has been named a vice-president of the university.

Develops Physics Course

A high-school course in modern physics has been developed by the Science Manpower Project of Teachers College, Columbia University. Frederick L. Fitzpatrick, project director and head of the department of teaching of science, said that "most schools are teaching a type of physics that gives little recognition to the many recent advances in knowledge. The new course retains the key concepts of the older physics, but reflects the tremendous growth of modern physical theory." He said it will help students understand the application of physics to 20th-century technology.

The course was designed as part of a 12-year science-teaching program. Titled "Modern High School Physics, a Recommended Course of Study," the course has been issued as an 88-page book by the Bureau of Publications of the college.

Math Requirement for UI

Starting in September of 1961 all students entering the College of Liberal Arts and Sciences of the University of Illinois must have had one unit each of high-school algebra and plane geometry, or an equivalent, according to C. W. Sanford, dean of admissions and records. Until then, students may be admitted to some liberal arts work without such mathematics, or to other areas with opportunity to make up the deficiency.

Summer Research in Science

A novel method of developing interest in science among secondary school students has been adopted by the Horace Mann School in Riverdale, N. Y. Nineteen students aged from 13 to 16, who stayed on at Horace Mann as volunteers during the summer holidays last year, planned their own projects and conducted their own experiments in physics, chemistry, and

biology, in the same way as experienced research workers.

One project was the measurement, by telemeter, of the electrocardiogram of a human being in action to determine the work capacity of the subject. A 17-year-old boy began construction of a microwave transmitter for eventual use in gas analysis through a study of resonant frequency. The two youngest students, 13 and 14, who had just finished primary schooling, decided to build telescopes, and ground the lenses themselves.

One of the students said about his experience: "The most important thing I learned is that experimental science does not follow one set pattern. In my type of work one and one does not always equal two." The three teachers who were advisers agreed that an excellent way to encourage careers in science is to get able pupils started on original science projects while in secondary schools. (From *UNESCO Features*)

Foreign Study Opportunities

Two hundred fellowships for graduate study in 15 foreign countries will be offered by foreign governments and universities through the Institute of International Education for 1960-61. Applications for the fellowships will be accepted until Nov. 1, 1959.

Awards will cover tuition and varying amounts of maintenance in universities in Austria, Denmark, France, Germany, Iran, Israel, Italy, the Netherlands, Sweden, Switzerland, Canada, Brazil, and Mexico. Students applying for Italian university awards or Austrian, Danish, French, German, or Netherlands government awards may apply for a Fulbright travel grant to supplement their scholarships. Two additional awards, offered by an American foundation, are for any country in the Far East, South, or Southeast Asia and Africa.

General eligibility requirements are US citizenship, a bachelor's degree or equivalent, language ability sufficient to carry on the proposed study, and good health. Preference is given to applicants under 35 years who have not had extensive foreign experience. For application forms write to the Information and Counseling Division of IIE at 116 South Michigan Avenue, Chicago 3.

Want a Saturday Class?

The In-Service Institute—a program of graduate-level classes held each Saturday for high-school teachers of mathematics, physics, chemistry, and biology—will again be offered by the Illinois Institute of Technology during 1959-60.

Under a grant of $30,500 from the National Science Foundation, the institute will offer high-school teachers a chance to acquaint themselves with the latest developments in their fields and receive as much as four graduate credit hours. The institute is tuition-free, and each participant will receive a travel stipend. Requests for applications and further information should be sent to Dr. Haim Reingold, department of mathematics at IIT, Technology Center, Chicago 16.

Student Seminars in Math

Saturday afternoon seminars in mathematics for high-school students will be offered during 1959-60 at Illinois Institute of Technology. Called the Institute for Supplementary Training in Mathematics for Secondary School Students, the program will utilize a $20,000 grant from the National Science Foundation. The program is designed to introduce the exceptional student to advanced mathematical ideas and topics not covered by the standard high-school curriculum and provide better high school-college articulation.

The institute will be limited to 160 students selected from the most gifted upper classmen in public and private high schools within a 50-mile radius of Chicago's Loop. Two groups of 80 will meet on alternate Saturdays for a three-hour session on a definite mathematical idea.

The institute will be tuition free, and each participant will be given a stipend of $30 per semester. Requests for applications and further information should be sent to Dr. Haim Reingold, department of mathematics, at IIT, Technology Center, Chicago 16.

Here's timely reference and you may care to clip for future use—history and

STORY OF OLD GLORY

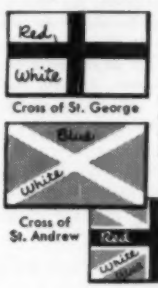
Schools are sure to play a part in Memorial Day when the flag symbolizes so much. And, before schools close for summer vacations, classroom teachers will undoubtedly be planning something centered around the flag in recognition of Flag Day and this historic July 4th when our flag takes on yet another star.

A simple way of presenting the story of our flag to girls and boys might be by little chalk-talk (in color)—tracing outlines of flags below so that evolution is plainly seen—adding, of course, first official flag and latest with blue field to hold Star Number 49.

Class might make individual booklets of the "Story of Old Glory."

NEW HORIZONS *a suggestion we hope proves helpful*

THE RED, WHITE AND BLUE



Cross of St. George

Cross of St. Andrew

Union Flag (Jack)

700 years ago, Edward I chose cross of St. George for an English flag.

1606—James I united cross of St. George and of St. Andrew for flag of a united England-Scotland (Union Jack).

1770—On red field, it became a flag of Gt. Britain (Meteor).

THE STARS AND STRIPES

Meteor Flag—Red Ensign

Rhode Island Flag

Flag of United Colonies

Antedating flag of our United Colonies, Rhode Island used 13 white stars in blue field.

1776—Jan. 1 United Colonies used Meteor flag with 13 red and white stripes. Same year, outmoded by Declaration of Independence.

1777—June 14. U.S. flag: 13 stripes alternating red, white; 13 stars, white in blue field.

1794—With 15 States, flag gets 15 stars, 15 stripes.

1818—With 20 States, stripes are 13; stars are 20; provision made for new star for each new state.

1916—June 14 established as Flag Day.

Above based on "The Flag of our United States" published by Rand McNally (out of print).

For a quick little lift!

The cool, lively flavor and natural chewing of refreshing Wrigley's SPEARMINT Gum give you a nice little "pick up." Satisfies for a between meal treat yet never rich or filling. Enjoy daily! Millions do!

AWARDS AND GRANTS

Scholarship for Sciences

The recently established G. B. Dudley Memorial Fund—a scholarship for an Eastern Illinois University junior or senior majoring in botany, chemistry, physics, or zoology—is the first such award to be granted at the university for achievement in the major sciences. Administered by the Eastern Illinois University Foundation, the annual award is to be given to a student selected by the heads of the four departments. The fund was established by Tilford E. Dudley, Washington, D. C., in memory of his father, Dr. G. B. Dudley, a Charleston physician for many years. For the current award approximately $100 will be available. Other contributions to the fund are now being accepted by the Eastern Foundation.

Machines to Replace Teachers?

An experiment in the use of "teaching machines" will be conducted by Hamilton College in New York under a two-year grant of $204,310 from the Ford Foundation. Hamilton will develop and test self-teaching-machine materials for courses in logic, mathematics, French, German, and psychology. The machine to be used at Hamilton enables the student to teach himself a great deal of the routine drillwork material in his courses and frees the teacher for other duties.

The machine is a box-like structure with two small windows. Lessons in the form of a series of questions and answers are microfilmed and arranged on a filmstrip, which is inserted in the machine by the student. Questions appear in one window; in the other is a section of paper tape on which the student writes his answer. He moves a lever that covers what he has written with a transparent shield, so that he can still see it but can't change it. At the same time, the correct answer appears in the first window.

Gets Rehabilitation Grants

The US Office of Vocational Rehabilitation has awarded Southern Illinois University grants for a summer institute for rehabilitation workers and to continue a study of rehabilitation counselor education. The study is conducted by Dr. James Hall, associate professor of education; the grant is for $12,000.

A $2810 grant will support the sixth annual institute, which attracts professional and intern rehabilitation workers throughout the midwest; it will be held June 21 to July 3.

Study of Student Talent

A four-year research program to help high schools do a better job of identifying, developing, and utilizing student talent will be supported by the US Office of Education under the Cooperative Research Program. The project will be conducted by the University of Pittsburgh at an initial cost of approximately $500,000, of which the university will provide about $75,000.

Total scope of this program and its ultimate cost will be determined by the extent of interest shown by other federal agencies. About one-half million boys and girls in 1400 high schools across the country—approximately 5 percent of the total high-school enrollment—will be participants in the study. They will provide information designed to enable their school to determine the nature of their talents, career interests, educational plans, and progress in their education toward their objectives. It has also been proposed that follow-up studies of the students be made five, 10, and 20 years after each member of the group has been graduated from high school.

Work for Disabled

The Illinois Federation for the Blind has allocated Southern Illinois University $1000 to survey the area's needs for a "sheltered workshop" program for severely disabled residents. Eventually 31 counties will be surveyed. Should results show a need, the project could lead to a non-competitive industry staffed entirely by persons so badly handicapped they can't get other work.

The survey will provide a list of the severely disabled, with a functional description of each one's disability. It would be up to an appropriate state or government agency to set up the program if the statistics indicate the need.

—From SIU Photo Service

THIS ELECTRONIC DIGITAL COMPUTER won a first-place rating at the annual downstate Illinois Junior Academy of Science Fair at Southern Illinois University. It was made by Howard Robinson, center, Carmi High School senior, who has won five top awards in four years. The computer was exhibited May 8 at the state fair. Howard and his physics teacher, Kenneth Hurt, right, discuss the computer with SIU Prof. Willard Gersbacher, exhibit chairman.

Bold Journey Awards

Six teachers from Illinois were among 66 regional winners in the Bold Journey Teacher Awards Program for 1958-59, sponsored by the Ralston Purina Co. The prizes are tours planned by the Division of Travel Service of the National Education Association. Of 300 named to receive subscriptions to *National Geographic Magazine*, 28 were from Illinois.

Tour winners are Helen Brodd of Andover; Elizabeth Cagney of Chicago; Eleanor Dilks of Normal; Margaret Means of Bloomington; Sister Sylvester Muschalek, O.S.B., of Clinton; and Margaret Elizabeth Sauer of Oak Park.

Grants for Teacher Education

The Ford Foundation has announced grants totaling $9,161,210 for what it termed a "breakthrough in teacher education." The University of Chicago received $2,400,000.

Four trends the grants are emphasizing are extension of general and liberal education for future teachers; establishment of a direct relation between public school systems and teacher-training colleges, comparable in many respects to the relations between medical schools and hospitals; development and application of new teaching and teacher-training techniques; and improved long-range financing of teacher education, including payment of teacher trainees by school systems before certification.

Functions of Higher Education

A $254,000 grant was given by Carnegie Corporation for studies of educational functions of Big Ten universities and the University of Chicago in the life of the Midwest and their importance to the total picture of American education. The grant will be used in a four-year period by the Committee on Institutional Cooperation of the universities.

A research center to carry on studies of educational problems which the institutions share in common was set up at the University of Illinois. Projected studies will deal with planning for the future, including enrollment and admissions policies, and with the history and present status of coordination among state-supported institutions of higher education in the seven states represented.

UI to Have Research Center

The division of biological sciences at University of Illinois has received a $693,015 grant from the US Department of Health, Education, and Welfare to provide facilities for a world research center investigating problems and mechanisms underlying arthropod-borne diseases. The grant calls for a matching appropriation from the University which is included in its 1959-61 budget request to the Illinois General Assembly.

Plans call for construction of a third unit to the new biology building to house a central entomological laboratory known as an "Arthropod-Borne Disease Research Unit." Specialists from all over the world will compose the center's staff along with present members of the University of Illinois faculty. Staff members will be conducting field work throughout the world.

To Study Learning Behavior

Two psychologists at Southern Illinois University have been awarded a $45,490 grant to study the learning behavior of bright, normal, and retarded school children. Most of the funds for the two-year project came from the US Department of Health, Education, and Welfare; the remainder is from SIU research funds. The researchers—Dr. Leslie Malpass and Dr. Neil Carrier of the psychology department faculty—said the study's aim will be to

discover a relation between emotional tension and motivation and the intelligence level of the three different groups.

Bright, normal, and retarded children—some 30 to 40 in each of the three groups—will be subjected to five categories of learning tasks during which their emotional behavior will be recorded by observers.

Named Marshall Scholar

Among winners of the 1959-60 Marshall Scholarship Awards is Marcia Bourgin of Urbana, a student at Cornell University in New York. She will go to New Hall in Cambridge next fall for two years of study.

Twelve two-year scholarships are offered annually by the British government to outstanding American students. The scholarship scheme was established in 1953 as a British gesture of appreciation for Marshall aid.

Fellowship for Doctoral Study

United Educators, Inc., has established a graduate fellowship for doctoral study in elementary education at the School of Education of Northwestern University. It allocates a $2400 grant for the academic year and $600 for the summer session for a teacher or principal. Requirements are at least two years of elementary teaching experience and an interest in the use and preparation of encyclopedia and resource material to improve classroom instruction. Write to Dr. E. T. McSwain, Dean, School of Education, Northwestern University, Evanston.

School Architecture Awards

In the eighth annual Competition for Better School Design, sponsored by *The School Executive* and *Educational Business* magazines, two Chicago architectural firms won top awards for the design of school and college buildings constructed in whole or in part during 1958. They are Perkins and Will and Ryder and Link, for a high school in Schenectady, N. Y., and Skidmore, Owings, and Merrill, for Gompers Junior High School in Joliet.

By calling attention to new designs which are judged to be outstanding in meeting today's needs of communities and educational programs, it is hoped to stimulate a rise in the quality of educational architecture.

Science Teacher Awards

Some $13,500 in awards—double the amount given last year—will be offered to science teachers this year in the expanded Science Teacher Achievement Recognition awards program, sponsored by the National Science Teachers Association. The awards, conducted under a grant from the National Cancer Institute, are designed to improve the teaching of science and in turn to interest students in the study of scientific subjects. This year the contest encourages joint teacher-scientist entries.

The awards will be made to science teachers for reports of effective practices in science teaching, submitted with details on how the ideas have been carried out. The top award will be $1000, followed by 10 awards of $500, 20 of $250, and 25 of $100, all accompanied by bronze medallions and school plaques. Competition is open to all science teachers and will close Dec. 15, 1959. Those wishing further information and entry blanks can write to NSTA headquarters, 1201 16th Street NW, Washington 6, D.C.

'Gifted Under-Achievers'

A project concerned with group counseling of "gifted under-achievers" will be conducted at the University of Illinois with a grant of $24,593 from the US Office of Education. The pupils concerned will be those who score in the top 10 percent of their class in mental tests, but whose academic record falls significantly below their expected performance level.

The problem is to find out how much they may be aided through counseling in groups, rather than individually, and to establish what counseling procedures will be most successful.

More Honors for TV Course

The first annual Industry-Education Award of the National Science Teachers Association was presented to the National Broadcasting Co. for its "Continental Classroom" course in atomic-age physics. The award, made as a "fitting tribute to NBC's initiative and resourcefulness in making educational TV come of age from coast to coast," was presented at the Business-Industry Luncheon, a major event at

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7. See the Midnight Sun, USA.
8. From Nome, visit the King Island Eskimos and watch them carving curios from walrus ivory.
9. Sail down the Tanana River on the sternwheeler "Discovery".
10. See Alaska's big game—Grizzly Bear, Moose, Caribou, etc.
11. Overnight in a resort hotel in the shadow of the Arctic Circle and swim in natural hot springs swimming pools. See exotic flowers.

ONLY $649.00 roundtrip from Seattle

For further information and free illustrated brochure, write to

LANSEAIR Travel Service, Inc.
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Washington 6, D.C.

the annual NSTA convention held in Atlantic City, N. J., in April.

The course was given a special citation by the Detroit Advisory Council on Educational Television and Radio for "its unique contribution to the field of educational television as the first instructional TV series to be presented on a nationwide basis."

A George Foster Peabody Award was presented to the program for its "outstanding contribution to American education." Accepting the award for NBC, Robert W. Sarnoff, chairman of the board, said "this program has created a new use for the mass medium of commercial television—at a time when some people would have us believe that progress in television is all behind us." The award is administered by the University of Georgia School of Journalism.

Arthur S. Flemming—US secretary of health, education, and welfare—cited the program "for the immediate contribution it makes to American education and for the larger possibilities it suggests for the use of television as an effective educational medium."

Studies Enzyme Production

Nearly $40,000 was given to Dr. Frank Finamore, of the physiology department at Southern Illinois University, by the US Public Health Service. He is seeking to determine how enzymes are produced in the cell and believes that the study of cell chemistry will eventually give the answer to such problems as effective cancer treatment.

SUMMER STUDY

'Individualizing Reading'

A workshop conference on Individualizing Reading Instruction will be offered at Teachers College, Columbia University, July 20 to 31. It may be taken for two credits at regular tuition rate or without credit upon payment of a $60 fee. The conference is designed for professional workers from grade one through junior high school. There will be consideration of classroom organization and materials, for individualizing reading instruction, as well as skill development, diagnosis, and evaluation. For details, write to Dr. Leland B. Jacobs, Teachers College, Columbia University, New York 27.

Workshops at SIU

A one-week workshop in the teaching of high-school literature will be conducted at Southern Illinois University June 22 to 26. It will be open for both graduate and undergraduate credit. The instructor is John C. Gerber, English professor from State University of Iowa.

Elementary teachers with one year or more of college French, German, or Spanish and high-school language teachers who are interested in teaching language to grade-school children are eligible to attend the sixth annual Foreign Language Elementary School Workshop, to be held June 15 to July 10. Four hours of credit are offered. Classes will include oral drill, discussion of methods and learning problems, observation of pilot classes, practice with special materials. For information write to Dr. Hellmut Hartwig, FLES Workshop Director, Southern Illinois University, Carbondale.

A three-weeks workshop in inter-group relations will be sponsored by SIU and the National Conference for Christians and Jews. Three quarter hours of college credit will be given. It will be held June 15 to 26 at SIU's East St. Louis Residence Center.

To Study Human Relations

Educators from all levels will study the laboratory method of human relations training developed by the National Training Laboratories. At Gould Academy in Bethel, Maine, July 19 to Aug. 7, the educators will study their own laboratory experiences as examples of group development, carry on self-directed experiments, and evaluate findings for the best possible use in their own school systems. They can participate as individuals or on teams. This will be the first time that NTL has offered its unique program exclusively to educators.

Three units of college credit, graduate or undergraduate, will be granted by the University of Maine and may be arranged with other schools. Information is available from NTL at 1201 16th Street NW, Washington 6, D. C.

'Foundations of Reading'

The 1959 annual Laboratory-Demonstration Workshop at the Betts Reading Clinic will be July 20 to 31. Activities developed around the theme, "Foundations of Reading Instruction," will be conducted by Dr. Emmett A. Betts and Carolyn M. Welch. For more information write to Registrar, The Betts Reading Clinic, Haverford, Pa.

Conservation Education Lab

Three weeks of outdoor educational experience is offered to elementary and secondary teachers and administrators in a conservation education laboratory at Pennsylvania State University. Sessions will be June 29 to July 17 and July 20 to Aug. 7.

Areas of emphasis include soil, water, forests, wildlife, and mineral conservation. The program will concern teaching methods, use of resources, and school and community conservation education projects. Three graduate or undergraduate credits will be offered. The general fee is $45. For more information write to Dr. H. C. Kranzer, Room 311, Burrowes Building, The Pennsylvania State University, University Park, Pa.

Summer Courses on Girls' PE

During the past year approximately 149 women teachers were granted temporary approvals to teach girls' physical education. This summer three teacher-education institutions will offer short-term courses for those assigned to teach physical education without adequate undergraduate preparation.

The department of physical education for women at the University of Illinois will offer "Secondary School Program in

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Physical Education for Girls" June 15 to July 10. The course will include curriculum and program planning, teaching of selected activities, and source material and will carry four hours of credit. The tuition cost for Illinois residents is $37.50. For further details write to the department.

Southern Illinois University will offer a workshop, "Teaching Physical Education to Junior and Senior High-School Girls," June 22 to July 17, covering the same subjects as above. It will carry four quarter hours credit. For more information write Dr. Dorothy Davies, Chairman, Department of Physical Education for Women, Southern Illinois University, Carbondale.

Illinois State Normal University's department of health and physical education for women will offer "Methods and Materials in Physical Education Activities" June 29 to July 17. It is designed for the secondary teacher, non-specialist in physical education, who is expected to assume responsibilities for girls' physical education classes, intramurals, and other school recreation. Activities will be selected according to the needs of those enrolled in the course. For additional information, write Dr. Francis Brown, Director of Extension Services, Illinois State Normal University, Normal.

Aviation Education Workshops

In cooperation with the Civil Air Patrol and the state department of aeronautics, two Illinois colleges will offer aviation education workshops this summer. Some scholarships are offered by CAP.

Three hours of graduate or undergraduate credit will be given at Northern Illinois University for a session June 29 to July 17; it is for teachers and administrators, as well as CAP leaders and college students. The cost is $93. Director is Dr. B. Ross Guest, department of earth science.

At National College of Education, in Evanston, the workshop will be mainly for elementary teachers; it offers two credits and costs $70. (Breakfasts are the only meals included.) The dates are Aug. 3 to 14. Dr. Nelson Lowry will direct the session.

Conference on Administration

Three hours of graduate credit will be given for the 17th annual summer conference for elementary school principals to be held on the campus of Michigan State University at East Lansing. The theme of the workshop, to be held July 6 to 17, will be "Administrative Leadership for the Changing School Program." Joint sponsors of the conference are the Department of Elementary School Principals of the NEA, the Michigan Department of Elementary School Principals, and the MSU College of Education.

The daily program during the workshop will include a general session, a discussion session, and a seminar meeting. Each participant will choose from among 12 seminar topics—on leadership, evaluation, and various basic issues in education.

The total cost of the program is $128. For additional information, write to DESP at 1201 16th Street NW, Washington 6, D. C., or the dean of the College of Education at MSU.

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Post-High Technician Training

Educators who are considering plans for training technicians, with the help provided by the National Defense Education Act of 1958, will find many of their questions answered in the April special issue of *School Shop* magazine, devoted to "The Technician and Industrial Education." It presents the kinds of training offered; types of institutions offering them in various parts of the country; how technician training differs from industrial education, engineering, and other courses; how to plan facilities; and the future of technician training.

This special issue will be particularly helpful to educators concerned with post-high-school technician training. Copies are available at 50 cents each from the Circulation Department, *School Shop*, 330 Thompson Street, Ann Arbor, Mich.

Free Film About Milk

An award-winning film encouraging special school milk programs is offered for student, teacher, and parent groups. "More Milk for Danny" is in sound and color and describes the efforts of a father in arousing his community to establish a school milk program. The importance of milk for young people and adults is explained. To borrow the film, write to the New Holland Machine Co., New Holland, Pa.

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College Entrance Problems

The College Entrance Examination Board has announced decisions on two courses of action in response to concerns expressed by schools and colleges over the rapidly growing problems of college admission.

A new test, to be known as the Preliminary Scholastic Aptitude Test, has been designed to assist schools in advising their college-preparatory students early in the junior year. It will be given nationwide in October at every school wishing to obtain for these juniors information which will provide 1) a forecast of their performance in the senior year on the Scholastic Aptitude Test, taken for college admission, and 2) an advance indication of their college capability.

The test will also be open to seniors who hope to qualify for scholarship programs conducted by businesses, societies, etc. In 1958 more than 1600 scholarships were awarded to seniors taking the College Board's Scholarship Qualifying Test, which will be discontinued this year in favor of the Preliminary Scholastic Aptitude Test. Information on participating scholarship sponsors will be sent to schools this spring and in the fall.

The board has created a permanent committee on entrance procedures which will study problems in that area and propose solutions. This complex situation involves such factors as the growing number who wish to go to college, confusions and costs resulting from uncertainties about admission, and the growing diversity of admissions methods and schedules.

New Films Available

"Living in the Soviet Union Today" is a new set of seven color filmstrips designed for grades six and up. This social studies series was developed from more than 3000 color photographs taken during recent tours by 12 Americans; among them was Murray Lincoln Miller of Illinois State Normal University, who coordinated the project. The filmstrips highlight four Russian cities and such phases of Soviet life as schools, stores, natural resources, agriculture, and transportation. Questions for class discussion appear at the end of each filmstrip. Each title costs $6.50; the set is $39.75. For more information write to Society for Visual Education, 1345 Diversey Parkway, Chicago 14.

A history of the American road from its crude beginnings, and analysis of its "current chaotic state," and a breathtaking view of its future are portrayed in a 29-minute Technicolor film by Walt Disney. "Magic Highway, USA" includes sections of rare film dating back to the turn of the century as well as animation sequences depicting possible future highway developments (such as radiant heating, air conditioning, colored traffic lanes). The film is rented for $10 a day; long-term leases can be arranged. Write to Walt Disney Productions, 16mm Film Division, 500 South Buena Vista Avenue, Burbank, Calif.

"Fast Is Not a Ladybug" is an unusual film about the meaning of fast and slow, designed for kindergarten and primary use. It could be used in connection with

social studies, language arts, creative arts, and arithmetic. It sells for $55 in black and white or $110 in color. For a preview print, write Film Associates of California, 10521 Santa Monica Boulevard, Los Angeles 25.

Film About Films

The role of audio-visual materials in today's elementary and secondary education is outlined for laymen and educators in a new Eastman Kodak film, "Pictures Teach at Penfield." It focuses on the Penfield, N.Y., school district, where films, slides, and filmstrips are integral parts of every curriculum. The lively interest and sense of participation which a student gains from audio-visual resources are demonstrated through the reactions of a brother and sister to learning by film. The 19-minute film is available on free loan from the Audio-Visual Service, Eastman Kodak Co., Rochester 4, N.Y.

Film Catalogs Offered

Films on chemistry and the chemical industry are described in a catalog being offered by the Manufacturing Chemists Association, 1825 Connecticut Avenue NW, Washington 9, D. C. The 155 titles are listed in 10 categories. In addition, the booklet lists firms which maintain medical and surgical film libraries.

A catalog of films produced or sponsored by the pharmaceutical industry is being distributed to schools and other interested groups. Listings of the films, which are offered for free loan, include time, subject, and suitable audience. Write to Health News Institute, 60 East 42nd Street, New York 17, for copies of the catalog.

A free catalog of instructional films is available from United World Films, 1445 Park Avenue, New York 29. Among films included are two new groups for the social studies in the series, "The Way We Live," and a group of Shakespearean plays performed by the Old Vic company.

AND SO FORTH . . .

New Projects Under NDEA

Late developments under provisions of the National Defense Education Act include the selection, by US Commissioner of Education Lawrence G. Derthick, of the most critically needed foreign languages for study at language centers to be established at institutions of higher education with federal funds. The languages are Arabic, Chinese, Hindustani, Japanese, Portuguese, and Russian; selections were made on the basis of a study conducted for the US Office of Education by the American Council of Learned Societies. These six languages are spoken by more than one billion people, or about 35 percent of the world's population, yet very few people in the United States have studied any of them.

Another development is the approval of 15 research projects on new educational media and techniques. A total of 205 proposals for such projects was received by the Office of Education.

Language Teachers Scarce

Action to overcome a rapidly developing shortage of foreign-language teachers is urgently needed to prevent dropping of these subjects from the curriculum in many schools. A study at the University of Illinois indicates that requests for teachers of foreign languages last year totaled 10 times the number of seniors graduating in these areas. The Office of Teacher Placement reports that the ratio of openings to applicants will be even larger this year.

Spanish, which entered the high-school curriculum most recently, is in the best position. Fewer and fewer teachers are being prepared in French and German, enrollments at Illinois show. Latin, once the most favored language, will be the first to disappear for lack of teachers unless those now in the field can recruit in the next few years the replacements which will be needed as older teachers retire. Average age of Latin teachers is estimated as between 50 and 60 years at present. Since 1942-43 no more than two Latin teachers have been graduated in any year; this year there is not one.

Possibility of extending language teaching into the elementary schools now being discussed must be limited by the number of teachers available. Unless many more enter this teaching area than have done so in the past 20 years, shortages can only grow more and more acute.

ICPT Urges More School Aid

Delegates to the 57th convention of the Illinois Congress of Parents and Teachers, meeting April 16 to 18 in Chicago, voted to support HB 121, with an amendment to increase the foundation level from $245 as provided in the bill to $262 per ADA pupil—and urgently requested Governor Stratton and all members of the legislature to do so.

The convention also reaffirmed the ICPT's support of the principle of a state income tax and called on the governor and the legislature to make adequate funds available for schools, including the use of a state income tax, if and when necessary, for the securing of such funds.

Other action taken by the delegates included support of legislation to establish an elected lay state board of education and support of HB 57 and HB 58—clarifying the status of children requiring special education and providing an appropriation of $150,000 for a pilot study of gifted children, respectively.

Scholarships for Vietnamese

To help Vietnamese students further their education in the United States, a new scholarship fund has been established by the American Friends of Vietnam. It will be administered by the Institute of International Education. The fund will make grants to students whose studies in this country promise to contribute to the welfare and development of Vietnam. AFV is a private, non-profit organization, founded in 1956 to promote friendly relations between the US and Vietnam. It has made grants to Vietnamese universities and gifts of clothing and supplies to the Vietnamese people.

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First NDEA Appropriation

An initial appropriation of $589,809 of federal funds is available to Illinois public schools for improvement of instruction in science, mathematics, and foreign languages.

George T. Wilkins, state superintendent of public instruction, has announced establishment of supervisory and consultative services to administer the federal-local program for all schools from kindergarten through junior college as the first step in a four-year program. The "starter" appropriation made by Congress under the National Defense Education Act will be matched by local school district funds. Mr. Wilkins said the current appropriation will not be used for private schools; such institutions must apply directly to the US Office of Education for laboratory and classroom equipment.

Local school districts will have an opportunity to submit a plan to Mr. Wilkins' office for acquisition of equipment and "minor remodeling" to be used in the teaching of each subject.

The state school officer pointed out the federal program is an assistance project of a temporary nature. Congress is expected to make annual appropriations in areas of education where needs are most pressing. Officials of local school districts should contact county superintendents for necessary information and application forms.

Student Loan Money Arrives

Southern Illinois University has received its first allotment of federal funds under the National Defense Student Loan Program. The funds will be used for loans to needy students who are in good standing. No student may borrow more than $1000 over a one-year period. They will be charged 3-percent interest on the unpaid balance, beginning one year after leaving school, and up to 11 years to repay their loans. Applications will be accepted at the SIU Student Financial Assistance Center.

DKG Award for Writers

The eighth Educator's Award of $1000, granted biennially by The Delta Kappa Gamma Society for outstanding books in education, will be presented at the DKG convention in August, 1960. Books must be submitted not later than May 1, 1960. They should be of national interest and about basic educational issues. For a list of rules, write to the society at 416 West 12th Street, Austin 1, Texas.

What Teens Want in Education

"More science and math!" is the current cry in high schools, but what else do *teen-agers themselves* worry about not knowing?

Economics and current affairs. Five out of six of America's high-schoolers feel they don't know enough about these subjects and want to learn more. These are among the latest findings of the Institute of Student Opinion, sponsored by Scholastic Magazines, Inc.

Nearly half the 12,924 teen-agers polled admit they could be doing better work in all of their school courses. But whether they're willing to study harder is something else. About half the teen-agers feel the time they now spend on homework is "just right"; another 24 percent express a positive reluctance to doing any more homework. Apparently they will need to be better motivated.

Knox Students Choose Teaching

The teaching profession is favored today by Knox College students above all vocations. Surveys to establish the ranking of occupational intersts have been made on the campus at two-year intervals since 1954. Undergraduate opinion toward educational careers has improved the past four years at Knox by 76.8 percent.

Homemaking ranked second in the first survey, but it has now dropped to 27th in interest. Mathematics has skyrocketed from 23rd place in 1954 to second place today. Chemistry has climbed from 13th to fifth; biology from 16th to eighth; physics from 24th to seventh; the profession of medicine from 22nd to 12th.

NIU Entertains Alumni

Alumni Day was something new at Northern Illinois University this year, and the Alumni Association expressed the hope that it "will be the first in a long history of spring homecomings." Scheduled were tours of the campus and of the newer buildings, social events, and a discussion workshop covering such items as plans for the campus and improvement of alumni association activities. Campus organizations held open houses and teas.

Free Magazine on Florida

The summer edition of *Florida Vacation*, to be published in May, is being offered free to educators and professional people. The magazine, second issue of a new publication, will give tips on how to get the most for vacation dollars, through highlighting the accommodations offering special rates for summer visitors. Places of interest, Florida fashion news, entertainment, and gourmet values will be described. Up-to-date real estate listings and prices will also be featured.

Copies can be obtained from Vacation Publications, Inc., 656 West Washington Boulevard, Chicago 6.

To Revise Children's TV

A major program of research and experimentation aimed at bringing about a breakthrough in educational TV programming for children has been planned by the National Educational Television and Radio Center.

The project, to cost about $250,000, calls for development of 105 15-minute programs during 1959 on an experimental basis.

Programs would be content-oriented, as opposed to the pattern of focusing on talent and gimmicks. The project would be aimed at the seven-to-12-year age group. The programs will be developed with the guidance of experts.

Ask Funds for Adult Education

Participants in the Second National Institute for State Directors of General Adult Education passed a resolution recommending that federal funds be granted to states for expanding and improving adult educational programs. Delegates to the March meeting, sponsored by the National Association of Public School Adult Educators, made detailed plans for adult education in the coming year and continued their own liberal education with a view to building strong liberal programs for adults in the public schools.

At the closing meeting Robert J. Blakely, vice-president of the Fund for Adult Education, stressed the need for all voting citizens in a democracy to participate in an educated way in the governing of their public educational systems; he emphasized the obligation of the public schools to educate them in this respect.

Children's 'Chatter' Analyzed

Are grade-school textbooks keeping up with the language children are learning from radio, television, and books they read at home?

A team of Indiana University researchers, directed by Prof. Ruth C. Strickland of the School of Education, is recording the uninhibited chatter of children aged six to 12 in order to discover the extent of the influence of these media on children's use of language and their comprehension. In addition to listening to their talk, Professor Strickland will analyze the relationship of their speech to their reading ability and determine if the specially controlled and selected vocabularies of their textbooks keep pace.

Between 600 and 1000 children are being used in the study, which is being conducted through a three-year study grant from the Cooperative Research Program of the US Office of Education.

WIU Studies Goals

A Conference on Academic Goals and Policies was held at Western Illinois University on Mar. 26. Conference participants included the entire faculty, 40 honor students, and 60 alumni and school administrators. It was the first step in a re-evaluation of aims and purposes since Western achieved university status.

Dr. Philip Phenix, dean of Carleton College, opened the conference with a speech on "Teacher Education and the Integrity of Culture." This was followed by 24 discussion groups on eight topics such as climate for academic learning, relationship of the academic program to the non-academic program, provisions for the academically gifted student, and improvement of teaching.

Who's Worried?

Here are some complaints about schools published in a recent education magazine: 19th-century physics is still taught in our high schools; we teach such subjects as math from outdated textbooks; high-school graduates can't read, write, or spell properly.

Sound familiar? Well, these complaints are about Soviet schools, and they appear in a Russian magazine called *Soviet Education*. They are reprinted in the March issue of the *NEA Journal*. Reporting on Russia's evaluation of its school system, the article shows that some of the Soviet features most praised by Americans are not what they're cracked up to be. Russians criticize their own schools for failing to make academic subjects practical, for lack of life-adjustment training, and for overworking students.

Here's what the Russians propose for a model school building: It would house 600 pupils and feature fluorescent lighting, swimming pool, radio room, visual-aid rooms, youth organization rooms, book stores, doctors' and dentists' offices, etc.

Public Support of Education

The Advertising Council, national public service organization, has announced that it is seriously considering conducting a nationwide campaign to help accelerate public appreciation of learning; scientific and liberal arts education; and, in general, the "pursuit of excellence." The council has observed concern about education by the public, government officials, and advertising people.

It is hoped that other national organizations or foundations will join with appropriate government agencies to sponsor and finance projects which will meet the criteria of the council's public policy committee and the approval of various learned

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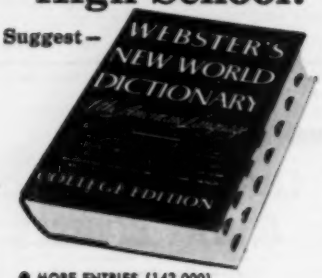

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societies and other appropriate groups. Once a campaign is accepted by the council, a volunteer advertising agency contributes its creative services; and newspapers, magazines, radio and television stations and networks, and the outdoor and transportation advertising companies are asked to cooperate in carrying the messages to the public. Advertising materials—such as newspaper mats, posters, television films, and booklets—are supplied to cooperating advertisers and media. The cost of these materials would run between $200,000 and $250,000 for a two-year campaign.

AACTE Membership Grows

Four Illinois colleges were among 75 institutions recently accepted for membership in the American Association of Colleges for Teacher Education; they are Augustana, Monmouth, Mundelein, and St. Xavier colleges. The total membership, 486, is highest in the association's 11-year history.

Age Limit Extended in Contest

A jet trip to Paris (with a peek at the work of Dior, Balmain, Balenciaga) and an air trip to places such as Williamsburg, Mt. Vernon, and Independence Hall are among the prizes in the Singer Young Stylemaker Contest. Known for years as the Singer Teen-Age Dressmaking Contest, it has been extended to include more age groups. Cash value of prizes is now $133,000, nearly $50,000 more than in the past.

Girls aged 10 through 21 are eligible. Other prizes are the newest Singer sewing machines and cash awards. Registration for the contest will be accepted from April 21 through Aug. 1, and projects must be completed by Aug. 15. Three age groups will compete separately; they are the subteen division—ages 10 through 13; teen division—14 through 17; and senior division—18 through 21.

To enter the contest, each girl will take eight sewing lessons and make a dress for herself in her class. Garments will be judged at Singer headquarters. Winners will be advanced to further competition. For the final judging, 15 girls will have an exciting stay in New York, where they will participate in a fashion show before an audience of fashion and sewing experts.

For entry blanks and complete details, go to the nearest Singer Sewing Center.

Distributes New Magazine

A new 32-page publication—*Panorama, Teaching Throughout the World*—is being published by the World Confederation of Organizations of the Teaching Profession. It will be issued about four times a year in French, English, and Spanish editions; it contains articles translated and adapted from educational journals of national associations affiliated with WCOTP, as well as original material. The magazine costs 35 cents for a single copy. For $2 a year, subscribers can receive all WCOTP publications—the newsletter, reports, theme discussions, etc. The new address for WCOTP is 1227 16th Street NW, Washington 6, D. C.

Student Council Conference

Students and faculty members from 10 schools in Du Page County attended a Student Council Conference at the Hinsdale Community House in March. It was sponsored by the Du Page County Junior High School Principals Association. After a keynote address, students formed 10 groups to discuss various phases of leadership. Groups dealt with such problems as qualifications of a good leader, getting committees to function, how schools can train good leaders, etc.

A group of foreign students from North Central College presented a symposium on foreign education. Following the conference each group leader prepared a written report on the findings of his group. These reports were made available to all participating schools.

Study Is on IEA History

An Illinois principal has completed a doctoral study, "The History of the Illinois Education Association and Its Influence Upon the Development of Public Education Within the State." George Propeck, principal of River Forest Junior High School, says his research includes emphasis upon the association's "purposes, program, leadership, organization, publications, and some of its accomplishments."

Mr. Propeck, a past-president of the IEA Lake Shore Division, will receive his Ed. D. in June from Northwestern University. Material for his 280-page study was obtained by examining available records and consulting with educational leaders in the state.

In a summarizing statement, the author says, "It is considered significant that most of the progress in public education in Illinois has paralleled the growth of the Illinois Education Association."

New Emphasis on Safety

A new safety and driver education division has been established in the American Association for Health, Physical Education, and Recreation. Recognizing the need for increased teacher effort in the many areas of safety in this age of mechanization, the division will stress safety in the school environment, recreational safety, driver and traffic safety, safety in physical education and athletics, and home and community safety.

A report of the AAHPER board of directors said that "physical educators and recreation leaders are directly concerned with three of the five principal causes of accidents in the school."

The association, a 25,000-member department of the National Education Association, also approved a national conference in safety and driver education to be scheduled next year. In a resolution AAHPER urged Congress to act favorably on the Murray-Metcalf bills to provide federal support for school construction and teachers salaries.

The establishment of the Medart Scholarship in Physical Education was announced. The $2000 scholarship will go to outstanding high-school graduates interested in teaching physical education.

Current Publications

For Teachers

The Tape Recorder in the Classroom. Visual Instruction Bureau, University of Texas, Austin 12; 1959. Paper. Illustrated. 67 pages. Price, $2.

Designed to acquaint the teacher with the use of the tape recorder; guide in selecting a recorder and providing and caring for materials, equipment, and accessories; and suggest classroom activities which use the recorder.

Teacher's Treasury of Stories for Every Occasion, M. Dale Baughman. Prentice-Hall, Inc., Englewood Cliffs, N. J.; 1958. Cloth. 375 pages. Price, $4.95.

More than 2000 anecdotes, verses, quotations, etc., are listed under subjects (such as ambition, delinquency, sports, etc.) and indexed by authors, subjects, and references to names and personalities. The items are intended for use in speeches to all kinds of groups and in the classroom.

Business Education

Today's General Business, William M. Polishook. Ginn and Co., 205 West Wacker Drive, Chicago 6; 1959. Cloth. Illustrated. 419 pages. Price, $4.20.

This text for introductory business courses gives information to help boys and girls conduct everyday business affairs intelligently and provides background for advanced study. Such up-to-date innovations as mutual funds and revolving credit plans are described. Seven units concern money and credit, research and records, communication, transportation, buying goods and services, insurance, business careers.

Everyday Consumer Business, Wesley E. Scott et al. Prentice-Hall, Inc., Englewood Cliffs, N.J.; 1959. Cloth. Illustrated. 420 pages. Price, $3.76.

This textbook attempts to help develop right attitudes for future "consumers in the American democratic system of free enterprise." It explains why we need to understand business techniques and relationships; earning and managing money; getting information and ordering goods and services; finances and insurance.

Homemaking

Young Living, Nanalee Clayton. Chas. A. Bennett Co., Inc., 237 North Monroe Street, Peoria; 1959. Cloth. Illustrated. 320 pages. Price, $3.76.

This pre-high homemaking text is family centered. Relationships and management are emphasized. There is one chapter on clothing construction and one long one on foods. (Nutrition, planning, and preparation are included.)

Adventuring in Home Living, Book 2. Hazel M. Hatcher and Mildred E. Andrews. D. C. Heath and Co., 285 Columbus Avenue, Boston 16; 1959. Cloth. Illustrated. 501 pages. Price, $4.80.

Family relationships, selecting and preparing foods to meet the family's needs, caring for the sick, planning and maintaining the home and the wardrobe, and enjoying young children are the sections of this text for high-school age. It follows Book 1 by the same name.

Human Relations

Behind the Headlines. Anti-Defamation League of B'nai B'rith, 515 Madison Avenue, New York 22; 1959. Paper. 24 pages. Price, 15 cents; quantity rates.

Designed for use with school and community groups, this booklet presents "A Program Technique for Studying Intergroup Relations." It uses actual news stories about discrimination in employment, society, housing; violence; minority group status. Then provided are background information, discussion questions, and graded lists of resource materials.

Action Patterns in School Desegregation, Herbert Wey and John Corey. Phi Delta Kappa, Eighth and Union, Bloomington, Ind.; 1959. Paper. 276 pages. Price, $1.50; free to superintendents.

This report of Phi Delta Kappa's study on desegregation in the South is designed to help educators understand the problems involved and to help those who must face the problem in their areas. Case histories are used; where possible, conclusions and recommendations are given.

A Primer for Parents, Mary Ellen Goodman. Anti-Defamation League of B'nai B'rith, 515 Madison Avenue, New York 22; 1959. Paper. Illustrated. 32 pages. Price, 40 cents.

This attractive booklet can help develop sound attitudes in parents as well as showing ways in which a child can be taught to appreciate individuals of different color, creed, or national origin. It contains several parent-child discussions which point up questions about prejudice which children encounter.

Industrial Arts

Industrial Arts for Grades K-6, Carl Gerbracht and Robert J. Babcock. The Bruce Publishing Co., 400 North Broadway, Milwaukee 1, Wis.; 1959. Cloth. Illustrated. 160 pages. Price, $3.50.

Written for teachers-in-training, classroom teachers, and consultants, it aims to encourage and assist in using industrial arts activities to enrich the general curriculum. Included are sections on tools and materials, basic skills, project activities, functions of the consultant, and the place of industrial arts in the elementary school.

General Crafts, George A. Willoughby. Chas. A. Bennett Co., Inc., 237 North Monroe Street, Peoria; 1959. Cloth. Illustrated. 144 pages. Price, $3.80.

Gives a broad view of many crafts—clay modeling, plastics, casting, ceramics, wood, metal, leather, graphic arts, weaving—for school and other craft shops. The first section is on designing and planning. Each section is followed by self-check activities.

Language Arts

English Language Arts in American High Schools, Arno Jewett. Superintendent of Documents, US Government Printing Office, Washington 25, D. C.; 1959. Paper. 122 pages. Price, 50 cents.

Shows trends in the content of English programs and details of curriculum study and revision. There is an extensive "Scope and Sequence Chart." Lists are included of bulletins on English teaching and state and locally prepared curriculum guides and courses of study.

Spelling for You, Hardy R. Finch et al. Prentice-Hall, Inc., Englewood Cliffs, N. J.; 1959. Cloth. Illustrated. 114 pages. Price, $2.24.

For junior and senior high students, this clever little book is designed to increase spelling power. It can be used in regular programs or as a basic book for special classes or tutoring. It has 73 lessons of 10 words each and a section on aids for special problems.

English Skills, Grades 9 through 12, J. N. Hook et al. Ginn and Co., 205 West Wacker Drive, Chicago 6; 1959. Cloth. Illustrated. 448, 468, 464, and 468 pages, respectively. Prices, $3.60, $3.68, $3.76, and $3.92.

Each topic in this attractive series includes plenty of exercises for study, practice, and testing. Rules or definitions are summarized following the sections. The series will also include texts for grades 7 and 8.

Reading

What Boys and Girls Like to Read, George Norvell. Silver Burdett Co., Morristown, N.J.; 1958. Cloth. 306 pages. Price, $4.75.

Based on opinions from 124,000 children, the author's findings represent 25 years of studying preferences in children's literature. This volume emphasizes grades 3 to 6. Besides the many statistical tables, there are discussions of the literature program, poetry, and the influence of comic books, TV, etc.

America Today, Charles H. Carver et al. Prentice-Hall, Inc., Englewood Cliffs, N. J.; 1959. Cloth. Illustrated. 544 pages. Price, $4.80.

One of the "Life in Literature" series, this high-school text includes biography, essays, plays, poetry, and short stories that interpret significant aspects of America and its people—past, present, and future.

Ride the White Tiger, Roger W. Clark. Little, Brown and Co., 34 Beacon Street, Boston 6; 1959. Cloth. Illustrated. 208 pages. Price, $3.

A 14-year-old Korean boy becomes head of his household as well as facing other responsibilities with war in his country. The hero, in real life, comes to America, adopted by the soldier-author. For ages 12 and up.

Grant Marsh, Steamboat Captain, A. M. Anderson. Wheeler Publishing Co., 161 East Grand Avenue, Chicago 11; 1959. Cloth. Illustrated. 220 pages. Price, $2.20.

From "The American Adventure Series," a corrective reading program, comes this life story of a cabin boy who became an Army steamboat captain on the Missouri River.

The Leather Greatcoat, Thomas L. Robertson. The Steck Co., Austin 61, Tex.; 1959. Cloth. Illustrated. 153 pages. Price, $2.25.

Spanish agents, treacherous Indians, and battles in the wilderness make this an exciting picture of colonial America for ages eight to 12. It tells about an orphaned English boy who helps shape the history of Georgia.

Science

Action for Science Under NDEA. National Science Teachers Association, 1201 16th Street NW, Washington 6, D. C.; 1959. Paper. 22 pages. Single copies free; quantity orders, 15 cents each.

Explains the provisions of the National Defense Education Act which relate to science education. An introduction tells of the changes and trends in science instruction. The booklet is a report from an NSTA conference last fall.

Teaching a Unit in Astronomy, J. Russell Smith. Vantage Press, 120 West 31st Street, New York 1; 1958. Cloth. Illustrated. 149 pages. Price, $2.75.

Outlines study of astronomy at primary, middle-grade, and upper-grade levels. Teaching materials (and their sources), activities, star maps, and an astronomical glossary are special features.

Physical Science: A Basic Course, John C. Hogg et al. D. Van Nostrand Co., Inc., 120 Alexander Street, Princeton, N. J.; 1959. Cloth. Illustrated. 604 pages. Price, $4.96.

A high-school science text which shows interdependence of physics, chemistry, geology, meteorology, and astronomy. The book is primarily concerned with the earth as man's abode; his achievements, travels, communications, etc. There are sections on the universe, too.

Careers in Science Teaching. National Science Teachers Association, 1201 16th Street NW, Washington 6, D.C.; 1959. Paper. Illustrated. 18 pages. Single copy, free; quantity orders, 10 cents each.

Requirements, benefits, and responsibilities are presented frankly to the student trying to choose his career; it can help him decide whether he is suited to being a science teacher.

Science You Can Use, George K. Stone and Lucy W. Stephenson. Prentice-Hall, Inc., Englewood Cliffs, N.J.; 1959. Cloth. Illustrated. 383 pages. Price, $4.40.

Beginning with quite an elementary study of plants and animals, this attractive general science textbook covers weather, electricity, astronomy, and many other areas. Content was selected on the basis of importance and usefulness and is arranged in seasonal order. Reading level and experiments are easy. Many tests are provided.

Social Studies

Social Studies in Elementary Education, John Jarolimek. The Macmillan Co., 2459 Prairie Avenue, Chicago 16; 1959. Cloth. Illustrated. 400 pages. Price, $5.75.

Designed as a teacher-training text, this includes subjects from the importance of the social studies and planning the program to evaluation procedures. There are chapters on various subject areas and instruction methods, as well as planning units and individualizing instruction.

Civil Service and the Citizen. Superintendent of Documents, US Government Printing Office, Washington 25, D. C.; 1958. Paper. Illustrated. 38 pages. Price, 35 cents; quantity rates.

Because many people do not understand the "merit system" of civil service or the wide range of career opportunities, and because the information is not included in most texts, this booklet—a unit of study for high-school social studies—was prepared. It tells about the many services federal workers provide and describes

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the system that selects and employs them. Study questions and projects are suggested.

Men and Nations: A World History, Anatole G. Mazour and John M. Peoples. World Book Co., Yonkers, N. Y.; 1959. Cloth. Illustrated. 790 pages. Price, $6.

This attractive high-school text tells the story of ordinary people, as well as kings, living under various forms of government, religion, and culture. It is organized to show the dominant themes in historical development. Maps, bibliography, review exercises, and time charts help orient the student.

Miscellaneous

Successful School Publications. Erwin F. Karner and Christobel M. Cordell. J. Weston Walch, Publisher, Box 1075, Portland, Maine; 1959. Paper. Illustrated. 210 pages. Price, $2.50.

This book for school publications sponsors discusses the fundamentals of setting up and managing the newspaper and then more specialized aspects of the project. There are several chapters on yearbooks and one on the school magazine. An appendix lists organizations and publications to help the sponsor.

Does Better Education Cost More? NEA Committee on Tax Education and School Finance, 1201 16th Street NW, Washington 6, D. C.; 1959. Paper. 45 pages. Price, 50 cents; quantity rates.

A study was made to determine whether more money consistently provides better schools. The booklet also mentions factors which offset the effectiveness of adequate money. Also released recently by the committee is a 62-page booklet, same price, entitled *Citizens Speak Out on School Costs.* It tells of facts and conclusions about education's cost and its importance from sources such as citizens' commissions, Rockefeller reports, etc.

How to Start Your Own Business. B and M Publishing Co., Box 33, Tinley Park. Paper. 16 pages. Price, $1.

Suggestions are for building up a full-time "business," but ideas could be used for part-time or summer money-making projects.

Mental Subnormality. Richard L. Masland et al. Basic Books, Inc., 59 Fourth Avenue, New York 3; 1958. Cloth. 442 pages. Price, $6.75.

Presents the results of an intensive research investigation, sponsored by the National Association for Retarded Children, into the biological, psychological, and cultural factors causing mental subnormality. It indicates directions for desperately needed research.

Audio and Visual

By DONALD A. INGLI
Director, Audio-Visual Aids, Southern Illinois University

Films

Gold and Gold Mining (Intermediate through senior high. 17 minutes, black and white or color. Bailey Films, Inc., Hollywood, Calif.)—In the introduction we are oriented as to the place of gold in our financial system and its use in jewelry, painting, and dentistry. A careful distinction is made of the two types of gold mining—lode and placer. Lode gold is usually found deep in the earth in quartz deposits; refining is both difficult and costly. Placer gold, deposited ages ago by glaciers and running water, is found closer to the surface of the ground and can be purified more easily. Actual mining methods shown include panning, hydraulic, and dredging. Excellent photography includes good close-ups showing the various refining processes used in extracting gold from impurities.

Treasures of the Earth (Upper elementary through senior high. 11 minutes, black and white or color. Mid-America Films, Lyons, Wis.)—The film opens as two boys on a hike look off to the horizon at a mountain and try to imagine what treasures it contains. Animation and sketches are used to describe the formation of natural resources of the earth. Students can see how buckling, erosion, and weathering take place; how gases and molten rock in the interior are squeezed and cooled into veins nearer the surface; how many of these materials are changed by chemical action; and how man is able to tap these resources deep in the earth. Particular emphasis is on the formation and concentration of gas, oil, coal, and salt deposits.

Exploring by Satellite (High school and college. 28 minutes, black and white or color. Delta Film Productions, Inc., Chicago)—The list of collaborators and agencies who served as consultants for this "space" film is an imposing one. The film follows closely the preparation of rockets necessary to throw a 17-lb. satellite into orbit. Close-up photography and accompanying narration explain to "laymen" the delicate instruments carefully inserted in the satellite for the purpose of securing information previously unavailable to man. We see the rockets loaded with fuels, acids, and liquid oxygen powerful enough to provide the thrust to put 11 tons of material into space. Once the payload is in orbit Operations Minitrack and Moonwatch track the tiny body, receive its messages, transmit them back to earth, and translate them into usable data.

Mother Deer and Her Twins (Primary. 11 minutes, black and white or color. Encyclopaedia Britannica Films)—Springtime! Everywhere is an indication of new life and a rebirth of that which has existed before. Ice on the streams has melted, flowers are blooming, and the woods abound with newborn birds and animals. Our attention is concentrated on two young fawns, just two days old and unable to walk. We watch them as they grow older, and they become more independent, and as they are able to escape death from predatory animals. When winter approaches, they consume great quantities of acorns, nuts, and leaves in order to store up food for the hard months ahead. Cold weather brings a change in their appearance: Coats have turned to gray to make them less conspicuous in time of danger. Finally they are mature enough to join one of the small herds which roam the forest under the leadership of an older buck. Intended for use in science, language arts, and nature study.

Board Briefs

Meeting: 1:25 p.m., Mar. 21, IEA headquarters, Springfield.

Present: Pres. Katherine Stapp; directors Audra May Pence, William A. Watters, L. Goebel Patton, Gerald R. Brown; staff members Irving Pearson, Wilfred Goreham, Lester Grimm, Claude Vick, Wendell Kennedy, Francine Richard, Joan Truckenbrod, and Stewart Williams.

Business: The board approved minutes of its Feb. 21 meeting; received reports from President Stapp and governing committee chairmen Gerald R. Brown and L. Goebel Patton; and accepted field service and membership and finance reports.

Mr. Williams reported on plans for the IEA summer workshop to be held on the Eastern Illinois University campus Aug. 10-13.

Mrs. Richard reported on change of printing of ILLINOIS EDUCATION from flatbed process to rotary press. She also reported on plans for a readership survey, and outlined procedures by which IEA staff members work together in planning for ILLINOIS EDUCATION content for the coming year.

Mr. Vick reported on distribution of the *IEA Newsletter* and on many requests for information on results of school referenda in the state. He also reported on the successful annual IEA-ISNU School Public Relations Conference and the extent of the outdoor advertising campaign.

Mr. Kennedy reported that Governor Stratton had designated April 19 through 25 as Illinois Future Teacher Week; he also reported on plans for the FTA-SIEA convention in Urbana April 24 and 25.

Mr. Grimm, reporting for the research department, said more than 100 bills affecting schools have been introduced so far in the current session of the state legislature. All bills introduced in the legislature are carefully studied to check their relationship to schools and school finance. Many IEA legislative proposals are in School Problems Commission bills. Other IEA proposals will be introduced in separate bills. The Illinois Legislative Action Council has cooperated in preparation of the state school board bill, which Mr. Grimm is redrafting. Calls from the field indicate a desire for factual information on finance and other school problems. Mr. Stoneking is working on a study of salaries paid administrators, including assistants. The department has collected data on every district in the state comparing ADA claims for 1956 and 1958. The usual studies on tax rates and salaries will be repeated.

The board appointed Miss Stapp as IEA delegate to the meeting of the World Confederation of Organizations of the Teaching Profession, to be held in Washington, D. C., July 31 to Aug. 7. The board appointed Miss Pence and Miss Stapp as delegates to the classroom teachers regional conference in Detroit. It nominated Theodore Abell, member, and Florence Cook, alternate, to the NEA convention election committee.

The board received acceptance of Dr. Victor Ricks as a member of the Illinois TEPS Commission, and appointed Mary Dunlap as a member of the commission.

The board received Miss Ryan's analysis of proposed amendments to NEA by-laws for consideration at the next board meeting. Miss Pence reported on plans for the annual TEPS conference to be held on the Illinois State Normal University campus May 2.

The board received a request from the Chicago Convention Bureau for support of an invitation to the NEA to hold its 1963 convention in Chicago. Action was deferred until reaction has been received from the IEA Chicago Division and from Supt. Benjamin C. Willis for the Chicago public schools.

The board received a request from the Illinois Junior High School Association for affiliation with the IEA. Action was deferred pending receipt of more information.

The board approved a procedure for selecting 60 persons to receive an invitation from the NEA to participate in the summer TEPS Conference in Lawrence, Kans. It approved the following as possible leaders or recorders for NEA circle discussion groups at the St. Louis convention: Walter Lochbaum, Charles Allen, Gerald Smith, Walter Albertson, Lester Buford, Olin Stead.

The board approved a $100 contribution to the William A. Carruthers Memorial Fund. It authorized the staff to work out a plan for NEA delegate expense allowance, the state to be zoned for purposes of determining travel allowance. It received additional applications for affiliation of local associations with the IEA.

Mr. Pearson recommended consideration of appointment of a teachers home committee, with representation from the downstate and Chicago retired teacher groups and the IEA staff.

The board accepted, with regret, the resignation of Mrs. Edith Rosenstiel as a member of the board and as chairman of the membership and finance committee. It appointed Theodore Abell to complete her unexpired term.

The board authorized the executive secretary to wire all Illinois congressmen protesting the proposed cut in the appropriation for the National Defense Education Act from $75,000,000 to $25,000,000.

The board agreed that its next meeting would begin at 10 a.m., Friday, May 1, in Bloomington.

The meeting adjourned at 5:33 p.m.

W. J. GOREHAM
Acting Secretary

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It's news to us

These are announcements by the manufacturers of new products which we believe will be of interest to educators. This listing should not be construed as a recommendation by the editor. If unable to find these products in your locality, write to ILLINOIS EDUCATION *and your request for further information will be forwarded to the manufacturer.*

School Vision Tester uses the improved Massachusetts-Type Vision Tests to identify children whose visual performance is below desirable standards. It is a precision instrument with easily administered tests, which are mechanically correct and psychologically sound. The ability to read letters is not required, so the tests can be given to children who have not yet learned the alphabet. Vision tests can be conducted in a corner of any room, in space about 5 feet square. The self-contained unit is easily stored. Price of the school model, $250. Distribution through independent optical distributors.

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36. **Origins of New England** folder on tour for summer, 1959. A study course on wheels emphasizing American history from 1620 to 1860. University credit. Due to popular demand, a second section of this tour will be offered July 6 to 17. (Arnold Tours)

39. **Alphabet Seat Chart and Record** for manuscript and cursive writing. For lower grades. One copy only to elementary teachers and principals. (Noble and Noble Publishers, Inc.)

40. **Folkways Records** catalog, published in the spring of 1958, features the world's largest collection of authentic folk music on long-play records. The alphabetical listing of language groups from the ethnic and international libraries of Folkways Records and Service Corporation runs from Acadia to Zuni. (Folkways Records)

49. **Brochure** on a different kind of tour through Europe and a corner of Africa. Describes itinerary and gives costs for 20 countries in 70 days, summer, 1959. Also shorter tours (three to nine weeks). (Europe Summer Tours)

78. **Catalog** of supplies for handicraft work in mosaics, copper tooling, copper enameling, reed, and wrought iron and on through 30 different crafts to woodenware and wood carvings. (American Handicrafts Co.)

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116. **Summer School Bulletin** shows special emphasis on teacher training. Course includes field work at Black Hills Science Station in South Dakota; camp training program at Long Lake in Eagle River area, Wisconsin; as well as the home campus of Wheaton College.

120. **Information** on unique group tour service to Hawaii and the Orient. Explains how a group member who organizes and conducts a group of 15 or more persons can receive free air transportation on the tour. (Transocean Air Lines)

127. **Packet** containing list of hotels, motels, and guest houses; calendar of summer events for 1959; and train, plane, and bus schedules into Atlantic City. (City of Atlantic City)

128. **Folders,** colorful and descriptive, with itineraries of cruises to the Orient and around the world. (American President Lines)

130. **Leaflet** in full color shows one of Wisconsin's newest attractions for personal or school trips. (Cave of the Mounds)

Calendar

JUNE

14 to 16 – Future Business Leaders of America; Washington, D.C.
21 to 25–National Association of Student Councils; Pittsburgh, Pa.
23 to 26–National Commission on Teacher Education and Professional Standards; University of Kansas, Lawrence.
28 to July 3–National Education Association; St. Louis.

JULY

5 to 17 – Classroom Teachers National Conference; Illinois State Normal University.
6 to 10–Public Relations Seminar, National School Public Relations Association, NEA; Washington, D. C.
17 to 19–National Association of Educational Secretaries, NEA; Coronado Hotel, St. Louis.
19 to 25–Conference on Printing Education; University of Colorado, Boulder.
31 to Aug. 7–World Confederation of Organizations of the Teaching Profession; Washington, D. C.

AUGUST

10 to 13–IEA School of Instruction; Eastern Illinois University, Charleston.
17 to 19–National Council of Teachers of Mathematics, NEA; Ann Arbor, Mich.

OCTOBER

9–IEA East Central Division; University Place Christian Church, Champaign.
9–IEA Eastern Division; Lantz Gymnasium, Eastern Illinois University.
9–IEA Mississippi Valley Division; Quincy Senior High School.
9–IEA Southeastern Division; Lawrenceville.
12–IEA Central Division; New Senior High School, Bloomington.
16–IEA Calumet Valley Division; Rich Township High School, Park Forest.
16–IEA Northwestern Division; Coronado Theatre, Rockford.
16–IEA South Central Division; Orpheum Theatre, Springfield.
19 to 23–School and college sessions, National Safety Congress and Exposition; Morrison Hotel, Chicago.
19 to 23–American Public Health Association; Atlantic City, N. J.
23–IEA Illinois Valley Division; High School and Junior College, LaSalle-Peru.
23–IEA Rock River Division; Northern Illinois University Field House, DeKalb.

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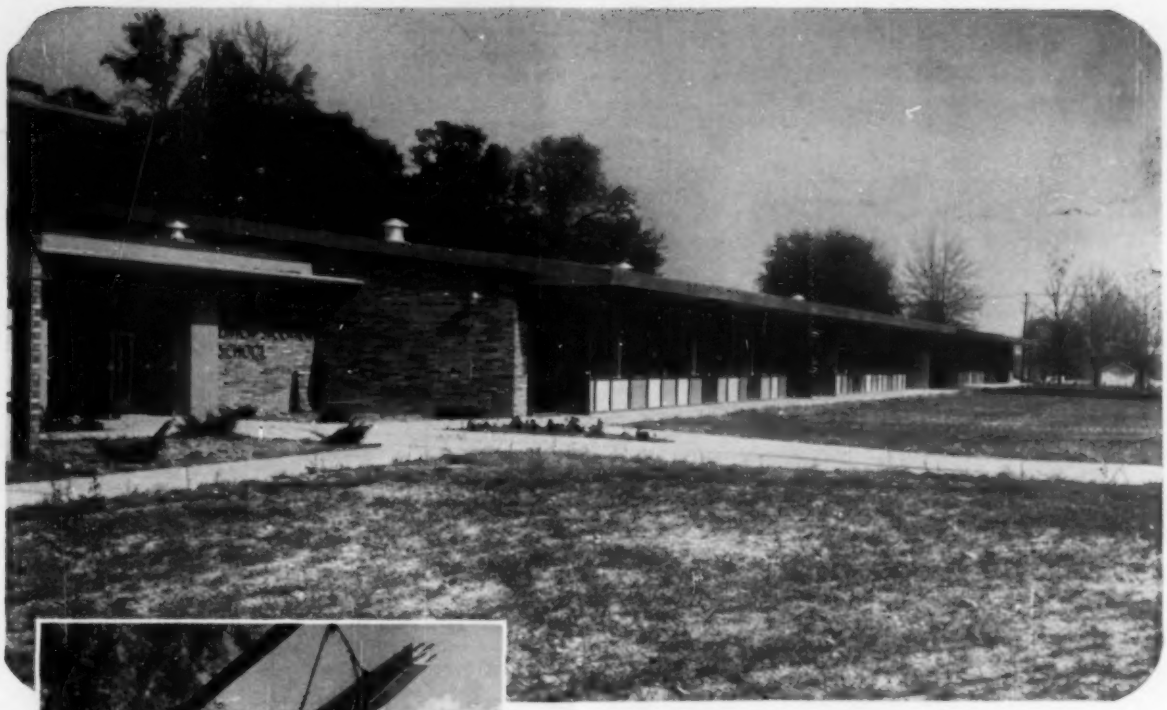

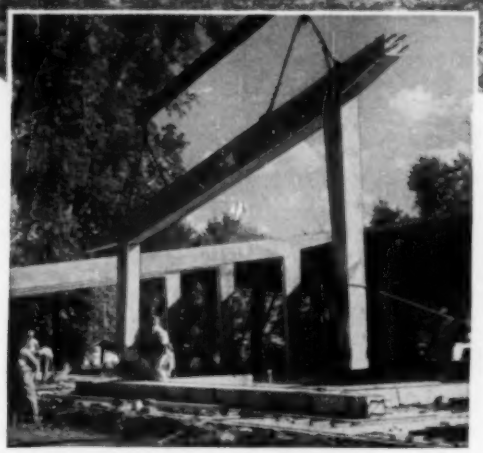

Large photo shows one wing of the Linton-Stockton School. Small photo above shows a close-up view of one of the precast concrete bents while photo below shows method of stockpiling concrete bents before erection. Designed by Thomas C. Dorste and Spiros G. Pantazi of Indianapolis. Structural engineer was Floyd E. Burroughs, also of Indianapolis.

Precast concrete members make low-cost school possible

The new Linton-Stockton Elementary School in Linton, Ind. has been widely acclaimed in educational circles. It is an example of the speed and economy with which urgently needed classrooms can be provided quickly and economically.

Saving in time and money resulted from the use of precast concrete construction. The frame is formed by precast concrete bents supporting precast channel slabs. Integral parts of the bents are arms for cantilevered sections. Both bents and roof slabs were precast on the site. Careful planning, standardization of members and utmost re-use of forms held down costs and construction time.

As a result the 80,000-sq. ft. school was built for $870,000. Its 36 classrooms, averaging 1200 sq. ft. in size, will accommodate 1,200 pupils. The restrooms and halls are floored with terrazzo, which was also used for wainscoating in the building.

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